



WARBLINGTON
SCHOOL

SEN Information Report

Background

At Warblington School we believe that special needs are a whole School responsibility. All teachers are teachers of students with special educational needs and so make a valuable contribution to successful inclusion for all.

At Warblington School we aim to:

- identify students with special educational needs.
- enable students with SEND (Special Educational Needs and Disability) to have access to a broad, balanced and relevant curriculum which is differentiated to meet their individual needs.
- obtain adequate financial resources from the Local Authority to make such provisions.
- ensure effective communication within school and with outside agencies.
- promote a positive, working partnership with parents.
- create a fully inclusive school in which all members see themselves as valued for the contribution they make.



SEN at Warblington School

Who is the SENCO and how can I contact her?

Our School SENCO (Special Educational Needs Co-ordinator) is Kate Cameron, BA (Hons), MA (Education), OCR Certificate in SpLD (Specific Learning Difficulties), PGCE (Secondary English), National SENCO Award, CCET (Certificate in Competence in Educational Testing), CPT3A (Certificate of Psychometric Testing, Assessment and Access Arrangements).



Kate can be contacted through the school main reception or email k.cameron@warblington.hants.sch.uk.

How does the school know if children/young people need extra help?

During the Spring Term Mrs Cameron will liaise with the feeder Primary schools' SENCOs and teachers to identify pupils transferring to secondary school with special educational needs or disabilities.

A comprehensive range of tests and information sources are used for identification and assessment of SEN including Key Stage 2 SATs (Standard Attainment Tests), reading

and comprehension, spelling, reading accuracy, phonics awareness, numeracy, hand writing, vocabulary knowledge and dyslexia screening.

The students own assessment/perception of difficulties will be sought as early as possible and the student included in the decision making.

Admissions from other secondary schools will be routinely screened for reading, spelling and numeracy and provision made available for those placed on the SEN Support Register. Appropriate teaching styles and learning tasks are then considered. Resources will be allocated to these students according to their level of need and statutory requirements.

Some students' performance may fall below age related expectations to the extent that they satisfy the SEN criteria. If this continues to be the case, even when teaching approaches are particularly targeted to improve the identified areas of weakness, they will be assessed to establish whether or not they meet the criteria of having a special educational need. A student may be referred to the SENCO by the Head of Year, form tutor, subject teacher or pupil self-referral.

What should I do if I think my child may have special educational needs?

Talk to us – contact the SENCO or speak to the form tutor or Head of Year. We aim to develop positive relationships with parents and will encourage openness and honesty to help support your child.

What additional support is offered to families?

At Warblington school we have a family home/school link advisor, Laura Copeman, who can work to support pupils access education. This may be because of a long-term illness or family trauma. If you need some additional emotional support and advice as a parent/carer, we can refer you to an independent Parent Support Advisor.



What are the school's policies for making provision for pupils with SEN?

SEN support is provided following a graduated approach. It is the responsibility of all subject teachers to ensure that the student receives relevant support and that individualised teaching and learning strategies are implemented. All work within class is planned at an appropriate level so that all children are able to access according to their specific needs. Typically this might mean that in a lesson there could be two to three different levels of work set for the class, however on occasions this can be individually differentiated.

For some children it may be necessary to provide support that is additional and different to the curriculum. Typically this may be for additional literacy or numeracy. Intervention planning takes account of the student's learning characteristics and the environment in which they learn best. Interventions may be delivered by a class teacher, HLTA (Higher Level Teaching Assistant) or TA (Teaching Assistant). Parents will be contacted at the start and end of the intervention informing them of the progress their child has made.

A record of interventions carried out is recorded on a school Provision Map so that teachers can monitor and track the progress of all children.

If your child has a special educational need their name will be placed on the school SEN Support Register. The SENCO will communicate with the parent/carer to officially register the student on the SEN Support register and reviewed by the SENCO on a termly basis. Recommendations to change or adapt provision will be made in consultation with both parent/carers and pupil.



The school SEN Support Register is updated regularly by the SENCO and is available to all staff.

If your child has complex SEND they may be part of an IPA (Inclusion Partnership Agreement) or have an Education and Health Care (EHC) Plan (*from September 2014*). Strategies employed to enable the student to progress will be recorded within a Student Support Profile which will include short-term targets, teaching strategies, provision/resources, review and evaluation. This is reviewed on a bi-annual basis and parents/carers are given a copy of the IEP.

What opportunities will there be for me to discuss my child's progress?

We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and encourage you to stay in regular contact with us, especially if your child has complex needs.

You are welcome at any time to make an appointment to meet with either the Head of Year or SENCO and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

School has a calendar of parents' evenings which is an opportunity for you to meet the subject teachers and review the progress of your child. Our SENCO is in attendance at all parents' evenings.

How are the governors involved and what are their responsibilities?

The SENCO reports to the Governors every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.

One of the Governors is responsible for SEN and meets regularly with the SENCO. They also report to the Governors to keep all informed.

The Governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.

How does the school assess and review the progress of my child's SEN needs?

If you have a child with complex SEND (who has an IPA or EHC Plan) a formal review with parent, student, SENCO and relevant school staff will take place at least once a term to review the child's progress.



For all other students on the SEN Support register there will be a SEN Student Profile drawn up to include their barriers to learning and strategies for supporting the student which is shared with parents/carers and teachers.

As a school we measure children's progress in learning against National curriculum expectations and age related expectations. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school we track and monitor children's progress using a variety of different methods including national curriculum and reading and spelling ages. These are reported home termly. Typically, the impact of interventions for pupils are assessed on entry and exit. The measurement may be based on objectives that are SMART and these will most likely be linked to targeted skills from PLCs (Personal Learning Check Lists).

All pupils sit a CATS (Cognitive Ability Test) in Year 7 and there are whole school reading and spelling tests undertaken twice a year.

Children who are not making expected progress are picked up through regular review meetings with the subject heads, SENCO and senior leadership team. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. If additional intervention is recommended, parents/carers will be informed.

The home-school agreement sets out expectations of both parent and school to provide the basis of a successful working partnership.

What is the school's approach to teaching pupils with SEN?

All subject teachers are responsible for ensuring that the student receives relevant support and that individualised teaching and learning strategies are implemented. Differentiation is planned for, at an appropriate level, so that all children are able to access the curriculum according to their specific needs.

How does the school adapt the curriculum and learning environment for pupils with SEN?

For some children it may be necessary to provide support that is additional and different to the curriculum. There may be a TA working with your child either individually, or as part of a group in class, if this is seen as necessary by the class teacher.

In addition, subject leaders, in discussion with class teachers, may decide that a pupil would benefit from a programme of intervention outside of the classroom, focusing on reinforcing or extending their learning. Typically, a pupil with SEN will be identified as

benefiting from this type of intervention. This may be delivered by an HLTA or TA under the guidance of the class teacher.

In addition, the learning support department provide specific programmes of intervention aimed at pupils with SEN, one-to-one, under the direction of the SENCO. This may mean that a pupil is withdrawn from the curriculum to attend a series of lessons.

What is the Gateway Room?

At Warblington School we recognise that some students need additional support transferring into the secondary environment. Following the principles of the nurture group ethos, we have established the Gateway Room to help meet the learning, social and emotional needs of a small number of Year 7 students to help remove their barriers to learning. Students are identified through the liaison between SENCO and Head of Year with our primary schools prior to transition. The Gateway Room is an intervention that encourages students to build their emotional resilience and social skills, together with the aim of raising their attainment in Maths, English and Science. Mrs Crockford is our Gateway Room Co-ordinator.



Students are assessed using the Boxall Profile for Young People (BPYP), an especially designed assessment tool for pupils with social, emotional and developmental needs, as well as curriculum measures of progress. Their readiness for re-integration is based on developmental progress and social and emotional resilience, using the Boxall Profile, and academic progress. The Gateway Room aims to have all of its students working at or above age related expectations within two terms and fully integrated back into lessons, but recognises that some students may continue to require support that is additional and different.

What is Key Stage 4 Nurture Support?

Based on the key principles of the nurture movement, the KS4 support programme compliments the principles of the Gateway Room in KS3 in a whole school approach to mental health and emotional wellbeing within the school, the relationships between school and home and the relationships between school and the wider network of support for the social, emotional and mental health of our young people.

- Ensure social and emotional wellbeing features in improvement plans, policies, systems and activities
- Promote and ethos of mutual respect and learning
- Provide a safe, nurturing environment
- Provide access to pastoral care and specialist services
- Measure and assess social and emotional wellbeing

This includes a curriculum approach through individual personalised learning plans, working with parents and carers through a co-ordinated approach with the school's home/school link worker and parent support co-ordinator, and working in partnership with young people. Mr Hasker is our KS4 Nurture Support Co-ordinator.



[Additional support for learning that is available to pupils with SEN.](#)

There are a range of additional programmes of support provided at Warblington school to meet the needs of pupils with SEN. These interventions may include in-class support from a TA, small group work from an HLTA or individual work from a specialist teacher or trained member of the learning support team.

How is the decision made about the type and how much support my child will receive?

If you have a child with complex SEN (who has an IPA or EHC Plan), you will be involved with discussing the additional programme of support for learning with the SENCO.

If your child has been identified as having SEN, any additional or different types of support will be delivered based on their individual barriers to learning and you will be informed in a letter home on the recommended programme of additional support.

Typically, a pupil who needs additional support with their literacy may receive a programme of in-class support from a TA on a regular basis and receive a term of additional small group support delivered by a TA in English.

In some individual cases, a pupil may require a specific programme of one-to-one support. The decision for this type of intervention may be recommended by the SENCO or by subject heads and members of the senior leadership team at a progress review meeting.

How do you assess if my child needs additional support in exams?

Our SENCO is qualified to assess pupils for access arrangements that can be made available for public examinations. Pupils are assessed at the start of Year 10. The SENCO consults teaching staff and uses current records of attainment and assessments in order to inform whether a pupil needs to be assessed. A letter is sent home informing parents if a pupil has qualified for additional support in exams and a data protection form is signed by the pupil so that their information can be formally processed.

[Activities that are available for pupils with SEN in addition to those available in accordance with the curriculum](#)

How will my child be included in activities outside of the school classroom including school trips?

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. Information about school trips is sent home from school via a pupil's tutor. Information about current school clubs and activities can be found on the school website.



A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.



During break and lunch times in school there are staff on duty to ensure the health and wellbeing of our pupils. In addition, the learning support department offers a programme of lunch time activities.

[Support that is available for improving the emotional and social development of pupils with SEN](#)

What support will there be for my child's overall wellbeing?

Pastoral, medical and social support:

All members of staff have a duty of care for the pastoral, medical and social care of every child in the school. If further support is required, the SENCO or school matron may be asked for further support and guidance. This may involve working alongside outside agencies such as Health and Social Services and medical professionals.

The school also has one qualified ELSA (Emotional Literacy Support Assistant) and a qualified FEIPS (Framework for Enhanced Pastoral Support Assistant) who work under the direction of the SENCO, with vulnerable children during the school day.

Administration of medicines:

The school has a policy regarding the administration and managing of medicines on the school site under the advice and direction of the school nurse service and local authority.

Details of our health and wellbeing provision can be found on the school website under Parents, Health and Wellbeing:

<http://www.warblington.hants.sch.uk/>

What support is there for behaviour, avoiding exclusions and increasing attendance?

As a school we have a very positive approach to all types of behaviour with a clear behaviour policy and reward system that is followed by all staff and pupils.

Details of the school Behaviour Management Policy can be found by accessing the school website under Parent, Policies:

<http://www.warblington.hants.sch.uk/>

After a behaviour incident, we expect the child to reflect on their behaviour with an adult, often completing a reflection form. We also talk to pupils with the use of visual narratives and social stories. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve behaviour. Following an incident, parents may receive a text or a phone call home from the teacher with details of the sanction.

All staff have been trained in the use of Restorative Justice as a method for helping to resolve conflict at school between pupils. Restorative justice empowers students to resolve conflicts on their own. Essentially, the idea is to bring students together in peer or teacher mediated small groups to talk, ask questions and air their grievances. We are working towards becoming an Attachment Aware School where all staff will be trained in the use of emotional coaching in support of students who may experience trauma, attachment and social and emotional difficulties.

Attendance of every child is monitored on a daily basis by our attendance officer. Lateness results in a lunch time detention on the same day. Support is given to families of pupils with persistent absence in order that they should get their children into school on time.

How will my child be able to contribute their views?

We believe in child centred planning and pupil voice.

If your child has an IPA (Inclusion Partnership Agreement) or EHC (Education and Health Care) Plan their views will be sought before any review meetings.

If your child has been receiving additional support in class, in a small group or individually they will be asked to complete a pupil voice questionnaire. This will be shared with parents and pupil at their review meeting.

We are a Rights Respecting school where we value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised. This Hampshire initiative focuses on the United Nations Convention on the Rights of the Child (UNCRC) as a framework for teaching and learning and school ethos. The overall aim is:



- *to work with children and young people to develop more knowledgeable, active, socially responsible, democratic citizens.*

This is our shared vision for the children and young people of Warblington school We aim for a way of making UNCRC meaningful for children and young people in their current and future lives. Rights, respect and responsibilities (RRR) is the developing strategy which we use for this and it is already having a positive impact on all aspects of their well-being (including academic attainment).

Information about the expertise and training of staff in relation to pupils with SEN

What specialist services and expertise are available at or accessed by the school?

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school, including health professionals, GPs, school nurse service; educational psychology service; social services; Havant family support service; CAMHS (Child and Adolescent Mental Health Service), specialist advisory teaching services for sensory needs, physical disability, hearing impairment and visual impairment and the CAL (Communication and Language) service.

In addition, we work with youth support services in the community, such as Motiv8, who deliver alternative education programmes designed to engage and motivate pupils.

What training have the staff supporting SEND had or what training are they having?

SEND Staffing

The Learning Support Department is headed by the SENCO (Special Needs Co-ordinator) and consists of two HLTAs (Higher Level Teaching Assistants), two TAs (Teaching Assistants) and a primary trained intervention teacher.

We have experienced HLTA/TAs in the core subject areas (English, Maths and Science) and Humanities responsible for the co-ordination of SEND intervention.

We have a primary trained intervention teacher for targeted intervention with KS3 pupils. Our intervention teacher is Mrs Thorpe.



Training

Continual Professional Learning is integral for all staff at Warblington School.

The SENCO is a qualified teacher and attends the annual SENCO Conference and SEN updates provided by Hampshire Teaching and Leadership College and Hampshire Inspection and Advisory Service during the year.

The following training has also been undertaken by some members of the department:

- Accelerate/Accelewrite
- Attachment Disorder
- Autistic spectrum condition
- Behaviour Support
- Certificate of Psychometric testing, assessment and Access Arrangements (CPT3A)
- Certificate in Spld (Specific Learning Difficulties)
- Certificate of Competence in Educational Training (CCET)
- Child Protection
- Cued spelling
- ELSA (Emotional Literacy Support Assistant)
- Emotional Coaching
- Nurture Group Network training

Phonographix
Precision Teaching
ELKLAN - SLCN (Speech, language and communication needs)
Supporting the needs of Looked After Children
Teaching students with communication and language difficulties (CAL)
Restorative justice
Ruth Miskin Read Write Inc.

[Information about how equipment and facilities to support children and young people with SEN will be secured](#)

How accessible is the school environment?

The school site is accessible by wheelchair at ground level. There is disabled parking available outside the school reception.

We liaise with EMTAS (Hampshire Ethnic Minority and Traveller Achievement Service) who assist us in supporting families with English as an additional language.

[The arrangements for consulting parents of children with SEN and involving parents in the education of their child](#)

How are parents involved in the school? How can I get involved?

Parents are invited to come into school for parent/pupil consultation evenings. In addition, pupils with an IPA or EHC Plan will have regular reviews for their child with the SENCO and through the review of their Individual Education Plan (IEP).

Parents of pupils with SEN are encouraged to see the SENCO at parent consultation evenings or can arrange for a separate meeting.

Parents of pupils with SEN who are thinking of sending their child to the school can arrange for a visit and meeting with the SENCO to discuss the needs of their child.

[Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEN concerning the provision at the school](#)

The SENCO should be made aware of any complaints, which will be investigated by her. If there is no satisfactory conclusion, the matter will be referred, via the school's complaints procedure to the Headteacher and the Governors. (See School Complaints Policy).

This policy should be read in conjunction with:

Admissions and Appeals Policy
Exclusion Policy
Inclusion Policy
Accessibility Policy
Equality Policy
Learning and Teaching Policy
Complaints Policy
School Improvement Plan

Behaviour Management Policy
Child Protection Policy

What other services are involved in meeting the needs of pupils with SEN and in supporting the families?

We ensure that all the needs of children who have SEN are met to the best of the school's ability with the funds available.

In addition to support from school staff, there is an independent mentoring service available for pupils. This is a confidential service available through self-referral or staff or parent/carer recommendation.

Transform is a local agency who provides a referral based key worker intensive family support service.

If a pupil has an EHC Plan, there is a Schools Careers Advisor involved in advising and planning their transfer into further education, who will attend annual review meetings from Year 9 onwards.

[The contact details of support services for parents of pupils with SEN at Hampshire County Council](#)

Support4SEND provides impartial advice, information and support to parents and carers of children and young people with special educational needs (SEN) throughout Hampshire. The service is available to all families for whom special educational needs plays a part.

Support4SEND aims to ensure that parents and carers play an informed part in planning provision to meet their child's special educational needs. They aim to build partnerships between parents and carers, the LEA and schools. They also encourage parents and carers to be involved in the development of local SEN policy and practice.

Telephone: 01962 845870 (Monday to Friday 9am to 5pm)
Answerphone: available out of hours.
Email: enquiries.support4send@hants.gov.uk
Address: Hampshire County Council, Children's Services,
Elizabeth II Court North, 4TH Floor, Winchester SO23 8UG.

[The school's arrangements for supporting pupils with SEN in transferring between phases of education or in preparing for adulthood and independent living.](#)

How will the school prepare and support my child when transferring to the school and transferring to college?

Work with our primary schools, with pupils transferring to Warblington school, takes place during the summer term.

For some pupils identified as having SEN, it may be appropriate to offer additional opportunities to visit the school in preparation for transfer in order to assist with the acclimatisation of the new surroundings and meet some of the key members of support staff.

We can write social stories, create visual timetables and personal passports with children if transition is potentially going to be difficult.

We would encourage parents to make time to meet the SENCO at the Year 6 parents evening held during the summer term. In addition, there are Welcome Days held at the beginning of July which offers an opportunity for Year 6 pupils to become familiar with their new school, make new friends and have experience of lessons at Warblington School. An invitation and information for pupils is sent to the primary schools at the start of the summer term.

For some pupils who are anxious and emotionally vulnerable, it may be appropriate to appoint a key worker who will take a close interest in the first few weeks of the pupils' first term at school and arrange to meet them on a regular basis. In addition, for some pupils it may be appropriate to arrange an additional visit to help them become familiar with their new environment and teachers prior to September.

In Year 10, pupils have the opportunity of doing work experience. Our School Careers Advisor works closely with pupils with SEN to select appropriate placements. In addition, all Year 10 pupils are given the opportunity of being taken by school to the local college open days in the summer term.

We liaise closely with staff involved in the transfer of our pupils with SEN to college to ensure that all relevant paperwork is passed on and all needs are discussed and understood. We have a local authority careers advisor in school who meets all pupils at the start of Year 11 to begin preparing them for their transition to the course and college of their choice. In addition, our School Careers Advisor will also be working closely with pupils to secure their placement in college.

Who can I contact for further information about SEN?

Your first point of contact will be our SENCO, Kate Cameron.
Contact our school reception to arrange a meeting.

Look at the SEN Policy on our school website.

Contact Support4SEND enquiries.support4send@hants.gov.uk

The Hampshire Education Authority Local Offer is available on the South East 7 website: www.se7pathfinder.co.uk.