



# SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

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## Document Control

Baseline Document	Comments/ Scheduled Review Date	Action/ Reviewed by	Approved by the Governors
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**Document Owner: The Governing Body, Curriculum & Achievement Committee**

Leadership Team member responsible: Headteacher



*Warblington School is a UNICEF Rights Respecting School. By reflecting on the United Nations Convention on the rights of the child and placing it at the heart of everything we do, we believe that our community is working together to enable our students to take an active role in developing their place in society both now and as adults of the future (Articles 28 & 29). We have based our Special Educational Needs and Disabilities Policy around these rights and to reflect on the rights of our students within our policy.*

*We believe that our policy is a supportive document which enable us to put the education of our students at the forefront of our practice.*

## **Rationale**

**At Warblington School we believe** that special needs is 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.

## **Aims**

**At Warblington School we aim to:**

- Identify students with special educational needs.
- enable students with SEND 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 and carers.
- create a fully inclusive school in which all members see themselves as valued for the contribution they make.

## **Process and implementation**

### **School Statement**

#### **The Disability Discrimination Act in Schools**

As a major part of Equal Opportunities legislation, the Equality Act (2010) means that it is unlawful to discriminate against a disabled person for a reason connected with their disability. Discrimination occurs when any person in or connected with the school is treated less favourably than someone else.

At Warblington School we will make reasonable adjustments to recruitment practices, to policies and procedures and to the building to ensure that there is no discrimination. We will also provide auxiliary aids, e.g. information in different formats if the communication need of the parent/carer or the student requires this.

The Access Plan is monitored and evaluated and aims to ensure that the community, buildings and the curriculum fully meet all individual needs. The Single Equality Scheme ensures that the development and attainment of potential will be fundamental to the organisation of provision.

At Warblington School, in line with the SEND Code of Practice: 0-25 years 2014, we believe that:

A student has special educational needs if they have a learning difficulty or disability which calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

A student has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of students of the same age.
- b) have a disability which prevents or hinders them from making use of educational facilities of the kind generally provided for students of the same age in mainstream schools or mainstream post-16 institutions.

A student will not be regarded as having a learning disability solely because the language or form of the language of the home is different from the language in which they will be taught.

### **Admission Arrangements**

The policy for admissions will be non-discriminatory.

Every effort will be made to ensure that, before admission, appropriate resources and support are in place for a student with SEND (special educational needs or disabilities) to have immediate access to the curriculum.

Statemented students will be known to the school before admission is arranged. A programme of transition might be appropriate in order for the student to successfully settle into a new environment.

Integration programmes for a student transferring from a special school are organised and will normally last for a period of 4-6 weeks.

### **SEND Staffing**

There is a SENCO (Special Needs Co-ordinator), 2 HLTAs (Higher Level Teaching Assistants) and 4 additional LSA (Learning Support Assistant). We have 1 full time and 2 part time LSAs responsible for numeracy intervention. We have 1 LSA in English and 1 HLTA and 1 LSA in Science. There is a primary trained intervention teacher.

### **Training**

The SENCO is a qualified teacher and attends the annual SENCO Conference and SEN updates provided by HIAS during the year. The SENCO is currently completing the National SENCO Award and has a MA Education.

One LSA has completed an ELSA course (Emotional Literacy). One HLTA has a qualification in Framework for Enhanced Pastoral support (FEIPS). One LSA is thrive trained.

The following training has also been undertaken by the department

Teaching students with specific learning difficulties  
Teaching students with communication and language difficulties  
Supporting the needs of Looked After Children  
Child Protection  
Autistic Spectrum Disorder  
Speech, Language and Communication Needs  
Behaviour Support

Assessing students for Access Arrangements  
Attachment Disorder  
Phonographix  
Cued spelling  
Precision teaching  
Autistic spectrum disorder  
Nurture  
Emotional Coaching

### **Identification and Assessment**

The SEN Support Register is updated regularly on-line and is available to all staff. Intervention planning takes account of the student's learning characteristics and the environment in which they learn best.

Appropriate teaching styles and learning tasks are then considered. A comprehensive range of tests and information sources are used for identification and assessment.

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

The SENCO will liaise with the feeder Primary school SENCO and with local colleges to ensure smooth transition and transfer of Special Needs Records. Admissions from other Secondary Schools will be routinely screened for reading, spelling and numeracy and provision made available for those placed on the SEN register. Resources will be allocated to these students according to their level of need and statutory requirements.

### **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. 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.

Students are assessed using the Boxall Profile as well as curriculum measures of progress. Their readiness for re-integration is based on both social and emotional resilience using the Boxall Profile and academic progress. The Gateway Room aims to have all of its students working at 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.

### **Organisation of SEN Provision**

Some students' performance may fall below age related expectations to the extent that they satisfy the SEND 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 Year Leader, Learning Mentor or Subject Teacher who will provide the appropriate evidence.

The SENCO will contact the parent/carer and keep records of interventions/strategies which are additional to and different from quality first (class) teaching. The student will be fully aware of the concern and contribute to decision making and self-assessment.

The school will communicate with the parent/carer to officially register the student on the SEN Support register.

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.

For pupils with a Statement of SEN or Education and Health Care (EHC) Plan, (from September 2014), strategies employed to enable the student to progress will be recorded within a SEN Support Profile which will include teaching strategies, provision/resources, review and evaluation.

A formal review with parent/carer, student and the SENCO will be offered at least three times during the year.

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

If the student has made progress so that they no longer fall within the SEN criteria, consideration will be given to moving the student's name from the SEN support register.

In some circumstances it may be necessary, under the guidance of the SENCO, to seek advice from outside specialists such as Hampshire Educational Psychology Service (HEPS) or the Child and Adolescent Mental Health Service (CAMHS).

For some students, a multi-agency meeting may be necessary to manage their needs and an Inclusion Partnership Agreement (IPA) will be raised to monitor this process.

### **Annual Review**

All those individuals involved with the student's Statement or Educational, Health and Care Plan (EHC) will be invited to the annual review. In the case of the student transferring from primary school the SENCO will attend at least the last review.

A programme of transition will be planned between primary school and Warblington.

Students will be actively involved in the review process. Parents/carers and students are given the opportunity to express their views and have them recorded separately.

Each Annual Review will generate new goal setting and be exemplified in the SEN Student Profile.

Any change in the student's needs will trigger a review meeting at the earliest opportunity.

Students in Year 11 will always have an Annual Review during the Autumn Term at which a Transition Support Agreement will be agreed.

## **Access to the Curriculum**

**All school policies are designed to ensure that the needs of individuals are fully met.**

Class organisation allows for the needs of the individual student.

The school organises a flexible combination of in-class support and withdrawal according to the individual needs.

Subject Teachers/Leaders will have a role in assisting with the development of good practice for students with SEN in the context of their subject including a differentiated curriculum and this will be a part of curriculum planning, both short term and long term.

The main forms of differentiation will be at the delivery stage of the curriculum, taking into account different learning styles, text/resources, tasks, support and expected outcomes.

## **Partnership**

We believe in person-centred planning. Using this approach, it is hoped that parents/carers be fully involved in the student's intervention programme and they are welcomed and encouraged to participate from the outset of their child's educational career at Warblington School.

The expectation is that they will communicate regularly with their child's Head of Year/Tutor and the SENCO and discuss any concerns about their child's progress or provision.

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

The school will ensure that parents/carers have knowledge of their child's entitlement within the SEND Code of Practice and are able to access information and frequent advice regarding their support programme. Student views are central to the planning and delivery of additional support programmes. [Information will be given regarding Local Authority Parent Partnership Service, Support 4 SEND].

## **Local Offer**

Every Local Authority is required to publish information about services they expect to be available for children and young people with special educational needs (SEN) and/or disabilities aged 0-25 years. This is known as the 'Local Offer'.

## **External Agencies/Support Services**

Help may be obtained from a range of support services and external agencies including HEPS – Hampshire Educational Psychology Service, CAMHS – Child and Adult Mental Health Service, the CAL - Communication and Language Service.

The support available to the school from these services includes advice to teachers with regard to teaching techniques and strategies, classroom management and curriculum materials, support for curriculum development, direct teaching and practical support.

Students may be assessed for a specific purpose and in-service training provided. Support can be given to the family through telephone help-lines and parent/carer consultations.

## **Links with other Mainstream and Special Schools**

Meetings of the Havant Federation of Schools facilitate a sharing of expertise and ideas on a regular basis. Representatives of the SEN Departments of the nine secondary/special schools attend these meetings half termly and feeder schools at the time of transition.

Various Liaison Meetings are arranged, as necessary with special and primary schools and colleges, including meetings of the Disability Liaison Committee at South Downs College.

## **Monitoring and Tracking of Student Progress**

The monitoring of SEN will be included as a separate aspect in the school's Monitoring Policy.

Planning for differentiation will be recorded at the planning stage and monitored by Subject Managers and the SENCO.

The Special Needs Governor ensures that the statutory annual review and SEN provision are met and will monitor this as appropriate. The Governing Body has overall responsibility for the delivery of the SEN policy. The SENCO, the Special Needs Governor and members of the Senior Leadership Team meet regularly to monitor this.

## **The Success Criteria for the School Policy**

The school will be able to demonstrate an SEN policy which contributes to successful inclusion for all students and is fundamentally linked to school improvement. There will be well-informed staff awareness of student's needs and emotional support for families.

Data will show progress is broadly in line with other students and national averages in reading/spelling ages of SEN students and progress through National Curriculum Scores in line with their predicted grades. The progress of SEN students will be at least as good as the progress of other students in the school. These targets will be supported by the students' subject targets and/or IEPs and/or should in turn be reflected in improved external examination results across the curriculum.

For some SEN students the school may be in receipt of Pupil Premium which is monitored through the school Raising Attainment and Progress (RAP) meetings.

## **Complaints Procedure**

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

Children and Families Act