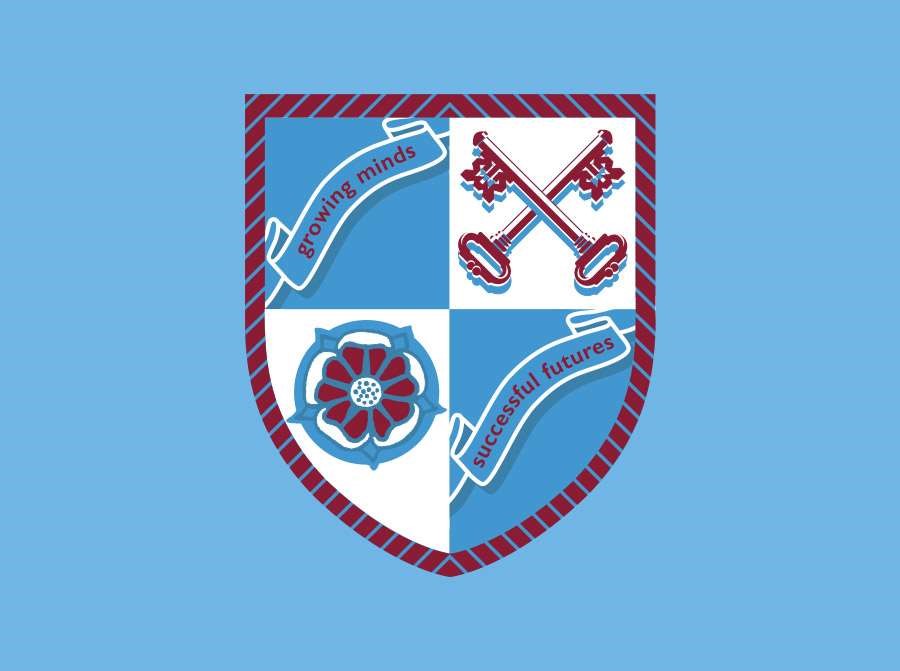


**SPECIAL EDUCATIONAL NEEDS AND**

**DISABILITIES POLICY**



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| **Reviewed by:** | Headteacher |  |
| **Approved by:** | Full Governing Body | **Date:** January 2024 |
| **Next review due by:** | January 2025 |  |

# **Vision**

At Warblington School, our approach to SEND is inclusivity, through promoting a culture of high expectations for all.

By working with all stakeholders, is to enhance the well-being, progress, and outcomes of all students, including those with SEND. We monitor and track the progress of students with SEND closely, using a variety of assessment methods to inform our interventions and support.

SEND is a whole school responsibility and is equal in stature to Safeguarding and Teaching and Learning to ensure our mission statement of Growing minds, Successful futures is accessible and applicable to every individual student. Our school proactively makes reasonable adjustments to ensure that students with SEND can fully participate in all aspects of school life. This includes physical access to the school premises, access to the curriculum, and participation in extracurricular activities.

We are committed to working in partnership with parents, carers, and the wider community to ensure that the needs of students with SEND are effectively met. We seek feedback and input from students and their families to inform our provision and continuously improve our practice.

# **Provision**

At our secondary school, we are committed to fostering an inclusive and supportive learning environment for all students, including those with Special Educational Needs and Disabilities (SEND). We are dedicated to providing high-quality teaching and learning experiences tailored to meet the diverse needs of all students. We recognize that students with SEND may require personalized approaches and that SEND is a broad and varied spectrum requiring personalised and flexible approaches and responses to learning, therefore, we provide a range of strategies and interventions to support their progress. Continuous professional development for our teachers focuses on enhancing their understanding of SEND and effective teaching strategies to support students with diverse needs.

We also work in close collaboration with local authorities and other relevant agencies to ensure that students with EHCP receive the appropriate support and provision. We recognize the importance of collaboration and coordination in the planning and delivery of provision for students with complex needs. We adhere to the statutory requirements outlined in the SEND Code of Practice, ensuring the timely review and implementation of EHCPs. Our SEND coordinator (SENCO) plays a central role in coordinating and monitoring the provision for students with EHCP, working closely with all stakeholders to ensure that the needs of these students are effectively met.

Quality First Teaching alongside Readily Available and Inclusive Practise are at the core of all provisions.

# **Transition**

We prioritize early identification and intervention, working closely with primary schools through the Warblington Ready programme and external partners to ensure a smooth transition for students with SEND. The SENDCO will liaise with the feeder Primary school SENDCO and with local colleges to ensure smooth transition and transfer of Special Needs Records.

One of the key features of SEND transition at Warblington School is our is the ‘Gateway Provision’. We recognise that some students need additional support transferring into the secondary environment, so following the principles of the nurture group ethos, we have established Gateway to help meet the learning, social and emotional needs of a small number of Year 7 students with the aim of them being fully integrated into lessons when.

Our School Careers Advisor, works closely with pupils with SEND to select appropriate placements. We liaise closely with staff involved in the transfer of our pupils with SEND to college to ensure that all relevant paperwork is passed on and all needs are discussed and understood. Our School Careers Advisor will also be working closely with pupils to secure their placement in college. Your first point of contact will be the school SENDCo.

# **Admissions**

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. Students on the SEND register 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.

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. Students on the SEND register 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.

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.

# **Ready to Learn**

We prioritise promoting positive behaviour and cultivating a supportive and inclusive school environment. Our behaviour policy reflects our commitment to understanding and addressing the underlying causes of challenging behaviour among students with SEND. We provide specific interventions and support to help students manage their behaviour, including access to counselling, mentoring, and social-emotional skills development.

Adopting a restorative approach, we emphasize building positive relationships, repairing harm, and fostering a sense of responsibility among all students. We also work closely with parents, carers, and external agencies to provide holistic support for students with behavioral challenges.

# **Extra Curricular**

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.

# **Governance**

The Special Needs Governor ensures that the statutory annual review and SEN provision are met and will monitor this as appropriate. 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 SEND and meets regularly with the SENCO. They also report to the Governors to keep all informed. The Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

The Governing Body has overall responsibility for the delivery of the SEND policy. The SENDCO, the Special Needs Governor and members of the Senior Leadership Team meet regularly to monitor this. 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 SEND students and progress through National Curriculum Scores in line with their predicted grades. The progress of SEND 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 EHCP and/or should in turn be reflected in improved external examination results across the curriculum.

# **Compliance**

This document has been drawn up by the Headteacher, the SENCo in collaboration with other key staff/governors stated above. It complies with the statutory requirement laid out in The Children and Families Act (2014) and the associated guidance. It should be read alongside the: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> and The Disability Discrimination Act in Schools As a major part of Equal Opportunities legislation, the Equality Act (2010).

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.

SEND at Hampshire County Council Support4SEND provides impartial advice, information and support to parents and carers of children and young people with special educational needs (SEND) throughout Page 20 of 21 Hampshire. The service is available to all families for whom special educational needs plays a part.

SENDIASS 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

Please read this policy in conjunction with other school policies on our school website.

Please follow the Complaints Procedure if you feel that the school is not meeting the needs of your child. The SENDCO should be made aware of any complaints which will be investigated. If there is no satisfactory conclusion, the matter will be referred, via the school’s complaints procedure to the Headteacher and the Governors.(<https://warblingtonschool.co.uk/about-us/policies/>)