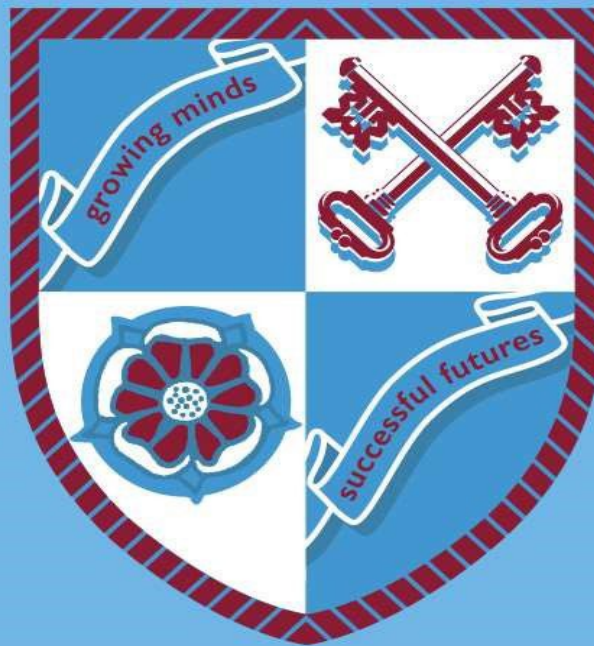




# SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY



Reviewed by: Headteacher

Date: November 2024

Approved by: Full Governing Body

Date: November 2024

Next review due by: October 2025

## **1. Rationale**

This policy outlines the framework for supporting students with special educational needs and disabilities (SEND) at Warblington School ensuring all students receive an inclusive, high-quality education. 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.

## **2. Aims**

### **At Warblington School we aim to:**

- Identify and provide for students with special educational needs.
- Work within the guidance of the SEND Code of Practice (2015).
- Provide support that enables students with SEND to fully participate in all aspects of school life.
- Enable students with SEND to have access to a broad, balanced and relevant curriculum which is adapted where necessary to meet their individual needs.
- Obtain adequate financial resources from the Local Authority to make such provisions.
- Ensure that the views, wishes and feelings of the student and their parents/carers are central to the SEND process.
- 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.

## **3. Process and implementation**

Warblington School mirrors 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 intentional 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.

## **4. Definition of SEND**

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 is identified as having SEND if they have a learning difficulty or disability which calls for special educational provision to be made. This includes students who:

- have a significantly greater difficulty in learning than the majority of students of the same age.
- 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.

## **5. 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.

Students joining the school as part of Year 6 transition 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.

## **6. Identification and Assessment of SEND**

Early Identification: Regular monitoring of student progress through assessment and teacher observations.

Graduated Response: Implementing a graduated approach to identify and support students, including interventions and individual support plans.

Specialist Assessments: Referring to external specialists for additional assessments as needed.

For further information regarding identification of need at Warblington, please see our pathways documentation in Appendix 1.

## **7. Provision for SEND**

Warblington School expects all teaching to be of a high-quality, using ordinarily available inclusive practice to meet the needs of students of all students, especially those with SEND.

Each SEND student has an "Individual Support Plans" (ISPs) or Student Profile, outlining their specific needs, interventions, and support strategies.

For some SEND students there will be additional targeted interventions, providing targeted support through small group work, 1:1 session and specialist resources. In the case of students with and Educational Health Care Plan, these will be specified within the plan for each child.

Where necessary, Warblington School will use of external agencies to meet student needs. Collaboration is common with external agencies, such as educational psychologists, speech and language therapists, and occupational therapists.

## **8. Roles and Responsibilities**

SENDCO will co-ordinate the provision for students with SEND and ensuring compliance with all statutory requirements. Alongside this they will take responsibility for the training of staff, liaising with parents/carers, and overseeing individual support plans.

Teachers and Support Staff: have the responsibility to deliver high-quality teaching and support, implementing strategies suggested on the student's individual support plan.

Headteacher will ensure the school meets its SEND responsibilities.

Governing Body will oversee the implementation and effectiveness of the SEND policy.

## **9. SEND Staffing**

The Student Hub department is headed by the SENDCO (Special Educational Needs & Disabilities Co-ordinator) and consists of an SENDCO Assistant, 2 HLTAs (Higher Level Teaching Assistants) and 6 additional LSAs (Learning Support Assistants). In addition we have HTLA/LSAs in the core subject areas (English, Maths and Science).

Our school SENDCO is currently on maternity leave and is a qualified teacher BA (Hons), MA (Education), PCiPP; National Award for SENDCO and NPQSL.

The school currently has two members of staff completing the National SENDCO qualification, with a view to progressing into the role of SENDCO.

One LSA has completed an ELSA course (Emotional Literacy).

The Associate SENDCO has a qualification in the Framework for Enhanced Pastoral support (FEIPS).

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
- Cued spelling
- Precision teaching
- Autistic spectrum disorder
- Nurture
- Emotional Coaching

## **10. 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.

During the Spring and Summer terms, the SENDCO will liaise with the feeder Primary school SENDCO and with local colleges to ensure smooth transition and transfer of Special Needs Records. Admissions from other Secondary Schools will (when necessary) 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.

## **11. 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' intervention 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 intervention 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 intervention 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.

## **12. 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 SENDCO by the Year Leader, Learning Mentor or Subject Teacher who will provide the appropriate evidence. (See Appendix 1 for further clarification of student need pathway.)

The SENDCO 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 Student Profile which will include teaching strategies, provision/resources, review and evaluation.

A formal review with parent/carer, student and the SENDCO will be offered at least annually 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 SENDCO, 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.

### **13. 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 SENDCO will attend (where possible) 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.

### **14. Access to the Curriculum**

**All school policies are designed to ensure that the needs of all 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 using OAIP within lesson planning to adapt curriculum and this will be both short term and long term.

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

#### **15. 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 then, if necessary, with the SENDCO to discuss any concerns about their child's progress or provision.

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].

#### **16. 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'.

#### **17. 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.

#### **18. 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.

## 19. **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 SENDCO.

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 SENDCO, the Special Needs Governor and members of the Senior Leadership Team meet regularly to monitor this.

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

The school will be able to demonstrate a 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 and as part of the [PP Statement](#) updated annually

## 21. **Complaints Procedure**

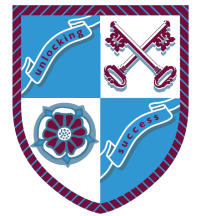
The SENDCO should be made aware of any complaints which will be investigated. If there is no satisfactory conclusion, the matter will be referred, via the school's complaints procedure to the Headteacher and the Governors. (<https://warblingtonschool.co.uk/about-us/policies/>).

This policy should be read in conjunction with:  
(all policies can be found at <https://warblingtonschool.co.uk/policies/>)

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







# APPENDIX 1

## SEND Information Report

### Background

**As a Rights Respecting School, at Warblington** everything within our ethos and values is based around the human rights of all children. 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 Cara Gregory, BA (Hons), MA (Education), PCiPP; National Award for SENCo and has recently completed NPQSL; National Professional Qualification for Senior Leaders.

The SENCO can be contacted through the school main reception or email [c.gregory@warblingtonschool.co.uk](mailto:c.gregory@warblingtonschool.co.uk)

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

During the Spring Term the SENCo 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 SEND 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 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 Head of Year, 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 Head of Year OR Tutor.  
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, 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 guidance as a parent/carer, we may refer you to The Family Support Service.

### **What are the school's policies for making provision for pupils with SEND?**

#### **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.

### 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 education needs or disabilities) to have immediate access to the curriculum.

### SEND Support

SEND 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 LSA (Learning Support 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 impact and progress of all children.

If your child has a special educational need their name will be placed on the school SEND Support Register. The SENCO will communicate with the parent/carer to officially register the student on the SEND Support register. This will be 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 SEND 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. 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 SEND Support Profile.

### **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 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.

### **How does the school assess and review the progress of my child's SEND 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 SEND Support register there will be a SEND Student Support 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 reading and spelling ages. 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 once 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 SEND?**

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 SEND?**

At Warblington School, our main aim is to teach to meet the needs of all our children. For some children it may be necessary to provide support that is additional and different to the curriculum. There may be a LSA 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 SEND will be identified as benefiting from this type of intervention. This may be delivered by an HLTA or LSA under the guidance of the class teacher.

In addition, the learning support department provide specific programmes of intervention aimed at pupils with SEND, 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 established the Gateway Room in September 2013 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.

Students are assessed using the Boxall Profile for Young People (BPYP), an assessment tool designed 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.

### **Additional support for learning that is available to pupils with SEND.**

There are a range of additional programmes of support provided at Warblington School to meet the needs of pupils with SEND. These interventions may include in-class support from a LSA, 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 SEND (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 SEND, 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 an LSA on a regular basis and receive a term of additional small group support delivered by an LSA 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?**

Pupils are assessed at the start of Year 10 for access arrangements that can be made available for public examinations. Teaching staff are consulted and current levels of attainment and assessments are 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 SEND 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 SEND

### **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:

<https://www.warblington.hants.sch.uk/wp-content/uploads/2018/11/Policy-First-Aid-Emotional-Health-Wellbeing.pdf>



## **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:

<https://www.warblington.hants.sch.uk/wp-content/uploads/2018/10/Policy-Behaviour.pdf>

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 an Attachment Aware School where all staff have been 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 SEND](#)

#### **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 an Assistant SENCO, two HLTAs (Higher Level Teaching Assistants) and six LSA (Learning Support Assistant). In addition we have HLTAs/LSAs in the core subject areas (English, Maths and Science).

#### **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 SEND 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:

Acceleread/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  
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.  
Lego Therapy

### [Information about how equipment and facilities to support children and young people with SEND 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 and a disabled toilet in the Technology block.

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 SEND 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 SEND are encouraged to see the SENCO at parent consultation evenings or can arrange for a separate meeting.

Parents of pupils with SEND 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

We have an allocated Governor responsible for SEND.

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

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

In addition, we may refer to Hampshire Family Support Services for families with children aged 0-19 years (or up to 25 for young adults with learning difficulties and/or disabilities) or the Hampshire Supporting (Troubled) Families Programme.

Hampshire Education Psychology Service offer a telephone contact line service to schools and parents, to help support and explore ways through problem solving conversations.

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 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

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](mailto:enquiries.support4send@hants.gov.uk)

Address: Hampshire County Council, Children's Services,  
Elizabeth II Court North, 4<sup>TH</sup> Floor, Winchester SO23 8UG.

### [The school's arrangements for supporting pupils with SEND 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 SEND, 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. We also offer students with SEND four additional afternoon sessions as part of our 'Warblington Ready' programme.

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 SEND 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 SEND 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 SEND?**

Your first point of contact will be our SENCO, Cara Gregory.  
Contact our school reception on 02392 475480 to arrange a meeting.

Look at the SEND Policy on our school website.

Contact Support4SEND [enquiries.support4send@hants.gov.uk](mailto:enquiries.support4send@hants.gov.uk)

The Hampshire Education Authority Local Offer is available on the South East 7 website: [www.se7pathfinder.co.uk](http://www.se7pathfinder.co.uk).