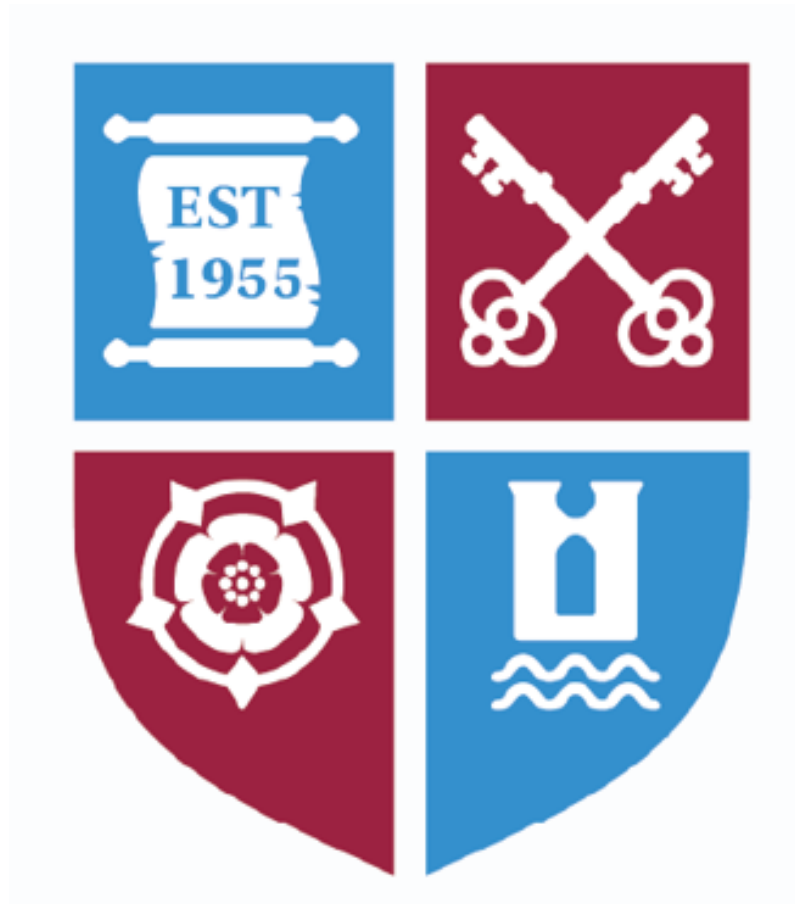


**WARBLINGTON
SCHOOL**

SEND POLICY



Reviewed by:	Headteacher
Approved by:	Full Governing Body Date: December 2025
Next review due by:	December 2026

Ready

Respectful

Resilient

Kind

1. Definition;

- A child or young person has Special Educational Needs and Disabilities (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:
 - a) have a significantly greater difficulty in learning than the majority of others of the same age; or
 - b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

(Section 20 of the Children and Families Act 2014)

2. Rationale;

At Warblington School, all students are entitled to a broad, balanced and relevant curriculum, both inclusive and adapted to meet individual need through Quality First Teaching. This policy outlines the framework to ensure students with SEND have full access to the curriculum, supported by staff, parents and carers, stakeholders and external agencies. Warblington School maintains the ethos that all teachers are teachers of SEND.

Warblington School practices are in line with:

- The SEND Code of Practice 2014
- The Equality Act 2010, 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.
- The Children's and Families Act 2014
- OFSTED Framework
- Hampshire County Council Local Offer

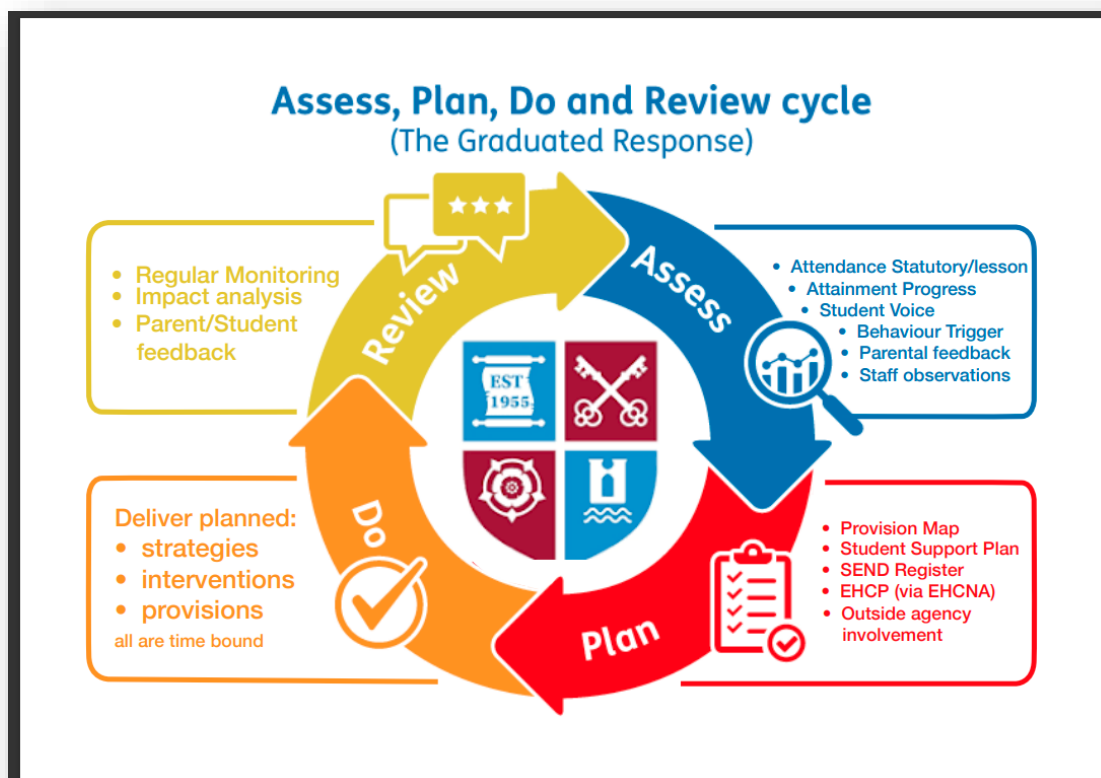
At Warblington School we will make reasonable adjustments to recruitment practices, to policies and procedures and to the building to ensure that there is no intentional discrimination. We will also provide auxiliary aids e.g. information in different formats if the communication needs of the parent/carer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

3. Aims;

At Warblington School we aim to:

- Create a fully inclusive school in which all members see themselves as valued for the contribution they make.
- Work within the guidance of the SEND Code of Practice (2015).
- Identify and provide support for students with SEND.
- Gather evidence for an Education Health Care Needs Assessment (EHCNA) when required.
- 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.
- To support students in becoming successful contributors to their community.

4. Identification, Assessment and Monitoring of SEND;



Identification

Students are identified in the following ways:

- Access Plan Do Review (APDR) using the Graduated Approach
- Transition Information
- Parent Referrals
- Staff Referrals
- Individual internal assessments
- Specialist Assessments from External Agencies
- In-year transfer documentation

Assessment

If a student has been identified with additional needs, which is not being met through our Great Teaching Toolkit (GTT) and Ordinarily Available Provision (OAP) parents/carers are communicated with, along with the student and they will be added to the SEND register.

If a student has a lifelong and/or significant difficulties, they may undergo a Statutory Assessment, in which the Local Authority will make the final decision based on the evidence gathered by all appropriate parties involved, as to whether or not an EHCP will be issued.

Through use of APDR, it may be evident that a student can be removed from the SEND register. This would also be communicated and agreed with parents/carers.

Monitoring

Students are monitored through the Graduated Approach. The Special Needs Governor ensures that the statutory requirements, including annual reviews, are met and monitors the effectiveness of SEND provision. The governing body holds overall responsibility for the implementation of the school's SEND policy. The Special Educational Needs Governor, Assistant Headteacher and SENDCO meet regularly to evaluate and monitor SEND provision across the school.

5. Curriculum

Warblington School ensures Quality First Teaching through the GTT and OAP to implement a broad and balanced curriculum. Using the Graduated Approach, students identified as SEND are supported to access the curriculum and achieve in line with their peers through:

- Personalised curriculum pathways and qualifications
- In and out of class interventions
- LSA support
- Differentiated and adapted resources
- Seating plans
- Sensory and physical accessibility planning
- External specialists
- Student Support Plan
- Individual Education Plan

We are lucky enough to have three alternative spaces to support the needs of our students:

The Gateway Room

At Warblington School we recognise that some students need additional support transferring into the secondary school environment. The Gateway Room is designed to raise attainment in English, maths and science. Students with SEND may be identified for this intervention during the transition process, and parents/carers are informed as part of transition arrangements in conjunction with the teaching and learning team.

The Gateway room operates in line with the Assess, Plan, Do and Review Cycle. The provision aims to support students to work within age-related expectations within two terms and to be fully reintegrated into mainstream lessons. Where further support is required, students continue to the next stage of the Gateway programme and are gradually reintegrated into lessons as appropriate.

The Student Hub

The Student Hub is a safe, supportive space where students are empowered to thrive emotionally, socially, and academically. It is dedicated and designed to meet the diverse needs of our students, ensuring they are ready and able to engage positively in their learning. It serves as a central point for support, guidance, and connection.

The Cove

The Cove is a calm, supportive space designed to help students overcome barriers to learning and re-engage with education. It is a safe harbour for learning, just like a cove offers shelter and protection from rough seas. The Cove provides security and bespoke programmes of interventions to promote and inspire confidence, kindness, resilience, and readiness for success in the wider school environment.

Both the Student Hub and the Cove were named through student voice, enabling students to own their safe spaces.

6. Inclusion

- Students identified with SEND will engage in all areas and opportunities of school life at Warblington
- Student and parent voice are welcomed, encouraged and incorporated in all areas of the APDR cycle, including extra curricular aspects of Warblington.
- A person-centred planning approach is used and it is hoped that parents/carers be fully involved in their child's educational journey at Warblington School.

7. Links with External Agencies and Support Services

Warblington School works closely with a range of external agencies to help meet the needs of all our students.

Help may be obtained from a range of support services and external agencies including;

- Child and Adult Mental Health Service (CAMHS); mental health assessments and therapeutic support
- Children's Social Work Services; safeguarding and family support
- Early Help Teams; preventative support for families before issues escalate
- Hampshire Educational Psychology Service (HEPS)
- Communication and Interaction Team; support for speech, language, and social communication
- Educational Psychology Service; cognitive assessments and learning strategies
- Occupational Therapy / Physiotherapy; motor skills, sensory needs, and physical development
- SEND Advisory Teachers; specialist advice for autism, ADHD, and other needs
- Speech and Language Therapy (SALT); communication and language support
- TIP Practitioners; trauma-informed approaches in education
- Young Carers Services (e.g. IMAGO); support for students with caring responsibilities

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.

8. 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 SEND 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.

9. Admissions

The Admission Policy for all students is in accordance with national legislation, including the Equality Act 2010. This process will be non-discriminatory and every effort will be made to ensure that, before admission, appropriate resources and support are in place for a student with SEND to have immediate access to the curriculum for both transition from primary school and In-year transfers.

10. Responsibility for the coordination of SEND provision

- Headteacher is responsible for overseeing the provision for children with SEND.
- Governing Body will oversee the implementation and effectiveness of the SEND policy.
- The 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.
- The Named SENDCO will overview.

11. SEND Staffing

Cara Gregory	Assistant Headteacher
Louise Elvy	SENDCO
Ali Mowbray	Inclusive Practice Lead
Karlene Heath	Assistant SENDCO; Exam Concessions
James Harris	Assistant SENDCO
David Moore	Student Intervention Tutor

4 Higher Level Teaching Assistants (HLTA)

14 Learning Support Assistants (LSA)

The following training has been undertaken by members of the department;

Assessing students for Access Arrangements

Attachment Disorder

Autistic Spectrum Disorder

Behaviour Support

Child Protection

Cued spelling

Emotion Coaching

Emotional Literacy Support Assistant

Precision teaching

Nurture

Speech, Language and Communication Needs

Supporting the needs of Looked After Children

Teaching students with communication and language difficulties

Teaching students with specific learning difficulties

Therapeutic Active Listening Assistant

12. The Success Criteria for the School Policy

The school will be able to demonstrate a SEND 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 students with SEND and progress through National Curriculum Scores in line with their predicted grades. The progress of students with SEND will be at least as good as the progress of other students in the school.

This policy should be read in conjunction with all policies available on the school website:
<https://warblingtonschool.co.uk/policies/>

13. Complaints Procedure

Complaints from parents and/or carers of students with SEND will be in line with the school's Complaints Policy and Procedure.

Glossary

APDR:	Assess, Plan, Do, Review
EAL;	English as an Additional Language
EHCP:	Education Health Care Plan
EMTAS:	Ethnic Minority and Travellers Achievement Service
GTT;	Great Teaching Toolkit
HCC:	Hampshire County Council
HLTA:	Higher Level Teaching Assistant
IEP;	Individual Education Plan
LAC:	Looked After Child
LSA:	Learning Support Assistant
OAP;	Ordinarily Available Provision
OFSTED:	Office for Standards in Education, Children's Services and Skills
PP:	Pupil Premium
SEND;	Special Educational Needs and Disabilities
SENDSCO:	Special Educational Needs and Disabilities Coordinator
SSP;	Student Support Plan