



SEND INFORMATION REPORT

November 2025

Ready

Respectful

Resilient

Kind



Mission Statement

"At Warblington School, we believe that every learner matters and every need is unique. Our mission is to create an inclusive community where Special Educational Needs and Disabilities (SEND) are understood, embraced, and supported by everyone. We see each student as an individual, and we tailor our approach to ensure they are successful, confident, and happy. Through collaboration, compassion, and high expectations, we empower every member of staff to take responsibility for SEND, fostering an environment where diversity is celebrated and every child can thrive academically, socially, and emotionally."

Warblington School is a Local Authority, mainstream, secondary school in the Havant area. Despite our recent increase in student numbers, we remain a smaller than average secondary school and as such pride ourselves on supporting and developing our students as individuals, with inclusion at the heart of all we do. In response to a higher than average disadvantaged cohort, we have developed the Great Teaching Toolkit (GTT) into our Warblington Blueprint to ensure that every student has access to high quality, inclusive teaching.

This SEND information report aims to:

- explain the roles and responsibilities of everyone involved in providing for students with SEND. We strongly believe that SEND is everyone's responsibility, and therefore all teachers are teachers of SEND.
- set out how Warblington School will support and make provision for students with Special Educational Needs and Disabilities (SEND)

The SEND team at Warblington School includes:

- 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)
 - All staff



1. How does the school identify learners who have additional needs / are on the school's SEND register?

A pupil may be identified as having a Special Educational Need or Disability (SEND) at any stage during their education. This is usually a long-term difficulty requiring continuing support or occasionally a short-term difficulty requiring a specific intervention.

At Warblington School we identify learners by:

- Following up on concerns raised by staff, whether it is in the Tutor, Head of House or Subject Teacher role which could relate to a learning, social, emotional, mental health or physical need
- Ensuring all staff follow the Graduated Approach of Assess, Plan, Do, Review (APDR)
- Liaising closely with our feeder primary schools and previous schools when a pupil transfers to us mid-year
- Using data from formal assessments including reading, phonics, spelling and Cognitive Ability Tests (CATs). In some instances, we can analyse data and screen for specific learning difficulties, for example, dyslexia but we are not qualified to provide a diagnosis
- Monitoring and using ongoing assessments to identify when pupils are working below age expected levels
- Responding to concerns raised by parents
- Liaising and implementing advice from external agencies and professionals

2. How are parents and carers informed of identification of need when children are placed on the school's SEND register?

- Parents / carers are contacted directly when a learning, social, emotional, mental health, or physical need are identified. Meetings are arranged so that views can be shared and everyone has a voice – parents, students and school.
- Contact to parents / carers will be by telephone in the first instance to arrange a meeting but we will use email or Arbour if a phone call is unsuccessful.



3. How will I know how well my child is doing and how will you support me to help my child?

A baseline of reading and spelling standardised scores (SS) is established in Year 7. All students at Warblington School have their progress regularly monitored by subject teachers through ongoing subject assessments and data reviews. This includes Age Related Expectations (ARE) in Years 7-9 and predicted grades for each subject in Years 10 and 11. This information is shared electronically through data reports.

Students who have been identified as having an Educational Health Care Plan (EHCP) will have a Student Support Profile (SSP). These plans inform staff of student need, outcomes from the Annual Review which are then broken down into termly targets and strategies that are required to be implemented so student needs are met. The review of these plans will be led by the SENDCO.

Students who have been identified as SEND K will have an Individual Education Plan (IEP). These plans inform staff of two or three targets directly linked to numeracy and literacy so progress can be measured over time. The review of these plans will include tutor and teaching staff.

There may be a Learning Support Assistant (LSA) working with your child either individually or as part of a group, or within a class. The level of support will be explained to parents when the support starts and will depend on the specific needs. LSAs have various roles and responsibilities. If your child has an Education Health Care Plan (EHCP) they may have a trusted adult allocated to them and will receive support discussed with the Local Authority.

Warblington School works with a variety of outside agencies to help us best meet the needs of your child. You will be consulted if it is thought that the involvement of other professionals, listed below would be helpful to your child. Consent will be sought for any individual work to go ahead;

- 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 (OT) / 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

You will be given the opportunity to meet with the SEND team three times a year; at Tutor Consultation Evening, Parent Consultation Evening, this can be in person or virtually. Students with SEND K will have a review meeting and students with an EHCP will have an Annual Review. The student's own voice will be sought, and they will be involved in the decision-making process where possible.

4. How will the curriculum at Warblington School be matched to my child / young person's needs?

Warblington School aims to ensure the fullest possible access to the curriculum for students with SEND. This is reviewed regularly to ensure that reasonable adjustments are made and it continues to match the needs of current pupils.

When it is time to choose options in Year 9 you will be able to talk to your child's teachers in order to make a joint decision about what is best for your child. All teachers and departments will make reference to advice contained in your child's Student Support Profile and from outside agencies in order to tailor the curriculum to your child's needs.

As well as GCSE qualifications, we offer alternative pathways for students to be successful and gain recognition for their achievements. These qualifications are available in core and foundation subjects such as History and Languages.

If it is felt that your child needs additional provision to make progress, this will be discussed with you. This may involve extra help for your child within lessons, or additional support where your child is taken to receive extra help from a Learning Support Assistant. The progress from these interventions will be recorded on our provision maps and saved into edukey so as a SEND department we can ensure that progress continues to be made.

If your child needs access arrangements, these must be established as their 'normal way of working', within all lessons.



5. How will the school support my child to succeed?

The GTT and OAP are the foundations of our Universal Provision. Through the APDR cycle alongside the Graduated Approach, we are able to ensure that all students receive the support they need as an individual to be successful during their time here at Warblington.

6. What interventions are in place to support learners?

Interventions include, but are not restricted to: -

- Classroom support strategies using GTT and OAP.
- Small group provision
- Additional support staff in terms of LSAs and HLTAs
- Key adult interventions
- SEMH support / comic Strip conversations / Social Stories
- ELSA
- Reconnect programme
- Tutoring
- Therapeutic interventions (Thrive, TALA)
- Reading Interventions
- Lego therapy
- Access to the Student Hub, The Cove and The Gateway room as safe spaces

7. What support is available for improving the emotional and social development of students with SEND?

Students with SEND have a team of key adults around them who are available throughout the day, if they should need it. The Student Hub, Pastoral Office and Health and Well Being Suite, also provide a space in which the students can feel safe and supported.

The SEND Team have recently created 'The Cove'. The Cove is a space where students can come to be supported in breaking down their barriers to learning with the aim to build resilience and re-engage in a safe space.

The Medical Officer ensures that any medication needed for students with SEND is on their records and kept securely in the office. Students are reminded and/or collected if needed to ensure they take their medication correctly.

At Warblington we have a centralised referral system for any concerns that a member of staff has for a students' well-being. The referral is then directed to the



appropriate member of staff so that an intervention can be put in place if required. The SEND and Pastoral Team work closely together.

8. What support is available for improving behaviour, avoiding suspensions and improving attendance?

House Points are awarded for effort and progress in all areas of the school.

The SEND department work with the Inclusion Team to improve attendance of SEND students. Currently, the Reconnect Programme has been successful in increasing the attendance of students who were persistently absent or not attending school at all.

A daily 'wash-up' meeting is held to discuss any incidents or patterns of behaviour emerging during the day. A member of the SEND team attends the meeting to review any issues and ensure that needs have been met of children where there have been incidents.

9. How does the school support students with accessibility issues?

Warblington School is a listed building with restrictions as to the alterations that can be made to the structure. It is not possible to install lifts and so any student with mobility difficulties will need to have all their classrooms on the ground floor. This does bring some challenges with subject specific rooms and specialist equipment although every opportunity is made to accommodate access to a broad and balanced curriculum.

We acknowledge the increasing number of children who have a diagnosis of ASD/ADHD and recognise the need for adaptations to the environment and resources to meet the needs of our neurodiverse children. We continue to work with other professionals in this field, OT and CAMHS to provide the best provision for our students.

10. How does the school support students on residential visits?

We have a range of residential opportunities for our children throughout their school careers. We acknowledge that for some children, this is a challenging situation but believe that all children should be offered the same experiences as part of the broader curriculum. Where necessary, a risk assessment will be completed in full consultation with parents, members of the SEND team and the Education Visits Co-ordinator, EVC. LSAs also attend with students with EHCP when necessary.



11. How does the school support transitions?

At Warblington School we recognise that a smooth transition is essential for optimum student outcomes and we invest time and resources in this process.

From Primary to Secondary:

- Key members of staff make up a Transition Team who will visit the primary schools during the summer term to meet with students
- The SENDCO will contact feeder school SENDCOs
- Transition meetings take place between the feeder and secondary school SENDCOs to share student information
- An additional transition programme of Warblington Ready is in place during the summer term for students who need extra transition visits for 4-6 weeks.
- The SENCO will attend Annual Reviews in Year 6 and other meetings regarding students making the transition to the school

From Secondary school to College Post 16:

- Students with SEND receive additional careers interviews
- Students with SEND can be accompanied on their college interview by a member of the SEND team and sometimes a member of the careers team.
- The SEND team arrange additional transition visits for students as required
- In addition to the above, the SENDCO will invite College Post 16 placements to students with EHCPs Annual Review

12. How are the Governors involved? What are their responsibilities?

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



13. If I have a complaint, what should I do?

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

14. Where can I get further information about services for my child in Hampshire?

Details of Hampshire's Local Offer can be found at: [Family Information and Services Hub | Ordinarily Available Provision and SEND Support](#)

Hampshire's Local Area Partnership Strategy

Our vision

Our action plan

Our success criteria

We will know we have succeeded when...

- The views of children, young people and their families informs all our work.
- Children, young people and their families can access the information and services they need when they need it.
- Data is routinely shared, and we all work towards the same goals.
- Children and young people with SEND are happy and have positive social relationships.
- Young people with SEND increasingly live independently and gain meaningful employment.
- There is a culture of support to families and carers.
- Children and young people with SEND and their families can access services and support that meet their needs at the earliest point, without barriers.
- The mental and physical health of children and young people with SEND compares positively with their peers.
- Children and young people with SEND are engaged in their education within an inclusive environment.
- Everyone in the system, works together to improve educational engagement.
- A robust, resilient and skilled education workforce can meet SEND needs.
- Children and young people with SEND and their parents are appropriately prepared for adult life from a young age.
- There is sufficient provision to meet the needs of all Children and young people with SEND in Hampshire.

Our approach

We will achieve our vision through strong multi agency and parental partnerships, having a shared understanding of challenges and working together on solutions.

We will measure progress by...

- Bringing together Health, Education and Social Care data.
- Tracking and reducing the gap between outcomes for children and young people with SEND and their peers.
- Annually canvassing parents about their confidence in the system.
- Annually canvassing professionals about system improvements.
- Listening to children and young people about what matters to them and acting on their views.

We will work together well by...

- Collectively owning the issues.
- Securing cross-partnership agreement to progress all actions.
- Spreading the word, creating a system-wide understanding of our ambition.
- Routinely seeking the voice of all children and young people with SEND.
- Holding ourselves and each other to account on delivery of our action plan.
- Monitoring our progress through our Local Area Partnership board.
- Supporting and be honest with each other.
- Asking for help to solve systemic problems.
- Being critical friends for each other.
- Reducing inequalities.



<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

<https://www.youtube.com/watch?v=ZN4lJrZYrLQ>

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



The Parent Partnership Service 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. Contact details:

Telephone: 01962 845870 (Monday to Friday 9am to 5pm) Answerphone available or out of hours

Email: enquiries.pps@hants.gov.uk Address: Hampshire County Council, Children's Services, The Castle, Winchester SO23 8UG