

# Meeting the needs of students with Special Educational Needs and Disability (SEND)

## General information

The Warren School is a mainstream secondary school with a Sixth Form. The SEND department meets the needs of students in the areas defined in the statutory guidance provided to schools in the Special educational needs and disability code of practice: 0 to 25 years published by the DfE in June 2014.

A child or young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions (p4-5)

The school has a responsibility to make reasonable adjustments for students with SEND. They have responsibilities under the Equality Act 2010 to ensure that there is no direct or indirect discrimination, harassment or victimisation of students with students with SEND. Staff are informed of this responsibility and a key role for the SEND department is to provide information and training.

The code of practice identifies 4 broad areas of need (CoP p86):-

- communication and interaction including students with speech, language and communication needs (SLCN) and those with Autistic Spectrum Disorder (ASD)
- cognition and learning including students learning at a slower pace even with appropriate differentiation. This includes students with Specific Learning Difficulties (SpLD) including dyslexia, dyscalculia and dyspraxia.
- social, emotional and mental health difficulties including those with challenging or disruptive behaviour, attention deficit disorder (ADD), Attention hyperactive disorder (ADHD), attachment disorders, anxiety, depression, self-harming, substance misuse, eating disorders and/or physical symptoms that are medically unexplained.
- sensory and/or physical needs including hearing or visual impairment, mobility and other issues which require adaptations to enable the student to access the whole school curriculum experienced by his or her peers. This includes the assessment and review of equipment to support a student.

## Working with parents/carers

The Warren School works very closely with parents and carers to ensure that staff are fully informed about a student's need. Parents and carers are encouraged to use email, phone calls and the student's planner to highlight concerns or information as quickly as possible so that the SEND department can inform and adapt provision in response to student need. Appointments are arranged at mutually convenient times

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with staff, in addition to the review systems and parent/carer evenings throughout the school year.

## The SEND department at The Warren School



The SEND department is focused in the Life and Learning Zone and led by Miss D Ward, SENCO.

The SEND team includes teachers, learning support assistants and life skills staff who can provide support to students throughout the school. Students identified with SEND are mainly taught with their mainstream peers. However, some specialist teaching support is available for those students identified with the most need.

Support is provided through teaching assistants “in class, small group interventions and 1:1 mentoring sessions. The SEND department works very closely with the school’s pastoral system and Achievement Team Leaders to identify key students who require provision. Early identification is essential to minimise the impact on the student’s learning and that of his/her peers.

The Warren School has high aspirations for all students including those with SEND. The department also monitors the assessments of pupils and identifies students who are not making “adequate” progress. This includes students who are making significant slower progress than their peers from the same baseline, failure to match or better previous rate of progress or where the attainment gap with the student’s peers is widening (CoP p84).



Students with SEND are taught in small groups including support for literacy, numeracy and speech and language programmes. The department is developing the use of a range of IT for students with SEND. All students are given homework and

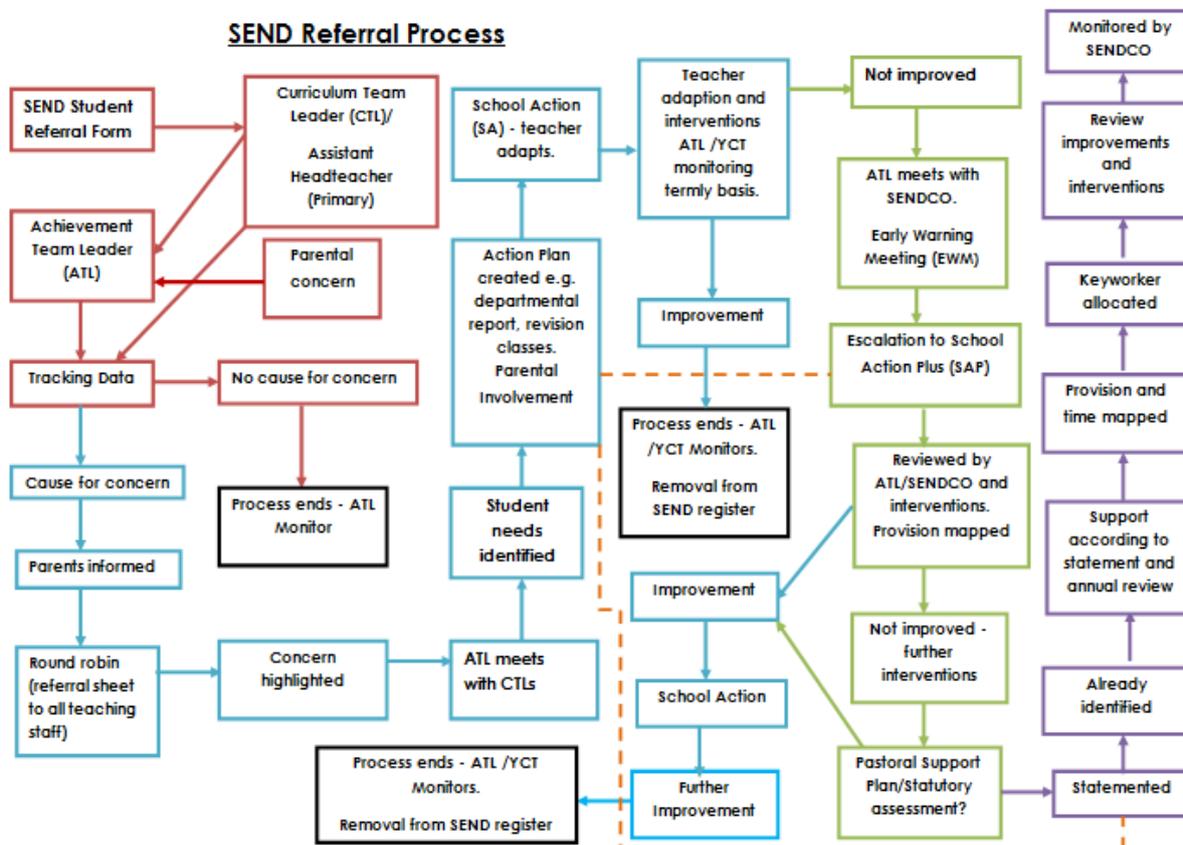
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the SEND department runs a homework club Monday – Thursday after school to support all students across all key stages.

A mentoring system is in place to support students with social, emotional and mental health issues. Students with SEND can often find the “unstructured” times most difficult, particularly – break and lunch times. Students with SEND regularly visit the life and learning zone during these times and touch base with the staff on duty. This includes a film club, activity club and individual mentoring at lunch times.

### How are students with SEND identified?

Many students are identified through the primary/secondary transition process through liaison with parents/carers, primary SENCO's, external agencies and professionals working with the student. Where student needs are not identified in advance, they are identified by the pastoral system and by direct referral to the SENCO by individual staff. Staff are asked to complete the school Teacher identification SEND document which highlights their concerns, and provide evidence of the student's learning and social behaviours and progress. Support already provided in the student's year group may be able to meet their needs. Alternatively the student may require an individual range of support. Interventions are short and focused on key skills; they are reviewed regularly. Students are expected to use these skills in the general class lessons and this is monitored by staff. Parents are updated immediately should a student be possibly identified as requiring additional needs.



## **Dedicated contacts at The Warren**

1. If a child has been identified as SEND then the first contact would be Miss D Ward- SENCO.
2. If parents have concerns with regards to their child's progress and possibly having SEN then parents should contact their child's form tutor.
3. If parents need further information they can meet or contact the Achievement Team Leader

## **Transition into the Warren School**

The transition process begins in the September prior to the transition date when potential students are in year 6. Parents and students are able to attend the evening meetings and an additional visit is available to those who want to look at the SEND department. We have been able to offer a visit in the summer term, to parents of students who are in year 5.

The Warren School has strong links with the main primary schools in the area. There is a transition system in place which builds on information from the SENCOs in those schools and records are shared by the beginning of the autumn term. All students are invited to an induction day; students with SEND are offered additional visits to the school so that they become familiar with the site. They are encouraged to attend the summer school where they are able to meet new peers and key staff. Parents/carers are actively encouraged to work with the school to identify need and effective provision. The support offered in the secondary setting may be different from that received in primary.

Once the student starts at the school, the SEND team, the Achievement Team Leader Yr. 7, form tutors and pastoral staff monitor the transition carefully offering support as required. Students are encouraged to make good relationships with their peers, and gain independence, so the level of support depends on the need of an individual student. Students with SEND quickly find their way around the school and know the routines, which can be helpful in making a good transition. The SEND department runs transition groups in the first half of the autumn term for students who need help with social communication and developing new peer friendships. All SEN/ARP students on entry will complete reading and spelling tests to identify whether further support needs to be provided within their school day.

## **Meeting the needs of students who are classified as a K (known as having a need)**

Under the new legislation there is now a single category called "school provision". The needs of students previously identified as School Action and School Action Plus will continue to be assessed and monitored with support in place as required.

The subject teachers remain responsible for students with SEND and they are expected to work closely with support staff to plan and assess the impact of support and interventions (CoP p90). The SEND department has a system for working with subject teachers, providing oral and written feedback on students in lessons. This helps to inform further planning and provides a high level of appropriate support.

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Students on the “school provision” list must receive support which is “additional to” and “different from” that of their mainstream peers. The role of the SENCO and SEND department, is to support the subject teacher in assessing the student’s particular strengths and weaknesses, in problem solving and advising on the effective implementation of support” (p90).

### **Meeting the needs of students with “Statements”**

Under the new legislation Statements will be transferred to Education Health Care plans (EHC plans). The local authority is developing the system for this transfer and has up to 3 years in which to complete the process. The school will be advised by SENART as the process is rolled out. Changes are likely to be made as students with Statements are due for Annual reviews.

Students with Statements receive a range of “in class” and small group support. They usually attend mainstream lessons with support from a teaching assistant and are expected to work on GCSE and BTEC curricula. There is a mentoring programme for year 11 students which monitors on-going progress and identifies key areas for support.

### **The school encourages parents/carers and pupils to assist in planning support to meet SEND and in general school life by:**

1. Planning and review meetings
2. Advice on how to support learning at home
3. Individual pupil/teacher conversations
4. Mentoring, e.g. adult or peer mentoring
5. Regular contact between home and school through planners, text, email or telephone conversations
6. Parent support advisor (PSA)

### **Range of support available to pupils with SEND**

1. Curriculum adaptations/differentiations
2. Specific teacher interventions or individual support
3. Support for behavior
4. Support for Health needs
5. Support for communication needs
6. SEND/EAL phonics and comprehension groups
7. Literacy and numeracy support
8. Exam arrangements for students
9. Access pathways course

# **The Additionally Resourced Provision (ARP)**

**SENCo Ms D Ward**

**ARP Coordinator Mrs Duke**

The Warren School has a group of students with Statements for moderate learning disability. These students have a high level of SEND and usually enter the school working at, or below National Curriculum Level 1. Their needs are significant and on-going, despite support and interventions throughout their primary schooling. Students from the ARP provision in primary schools may transfer to the Warren depending on their area of SEND.

Students identified for this higher level of support have the most contact with the life and learning zone, with some of the core subjects being taught in this area. This depends on the needs of the students and the staff in the area. Other lessons are taught in the subject departments with support from SEND staff. Students participate in all curriculum subjects and can often make positive progress in practical subjects. Students with SEND, including those with Statements or in a designated ARP place, also receive additional lessons for life skills, speech and language and reading.

Students identified for the ARP may take exams with their peers where appropriate however, the SEND department has developed an alternative curriculum and qualifications for those working below GCSE or BTEC. This enables students to leave The Warren School with recognised qualifications and enter college or other options once they have left. The school has links with local colleges and supports the transition process. Some students with SEND choose to continue at The Warren School and access courses on site after their GCSEs.

## **Measuring pupil's progress**

Student progress is monitored by teachers on a lesson by lesson basis, by the subject leader through internal assessments, and by the school through the school tracking and reporting system. Progress and behavior are also reviewed daily using the schools achievement and behavior monitoring system. The school also arranges review meetings with teachers and SEND students have termly and annual review meetings.

## **Support and training for school staff**

We ensure continued professional development of all staff:

1. Regular Whole school inset and Twilight training sessions to update staff about supporting SEND students
2. Specialist teacher for literacy intervention
3. Specialist teacher for numeracy intervention
4. Weekly SEND team meetings and training to improve teaching and learning as well as support for SEND students

## **Inclusion**

All students with a statement are encouraged to participate in after school activities in or outside of school. There are a range of after school clubs running throughout the week. All SEND students are fully included in all activities including school trips and visits. All risk assessments are completed and care plans are also put into place for vulnerable students. Students are supported by TAs in lessons and they have access to various pieces of equipment to support their learning such as, laptops and Ipads.

## **Work with external agencies**

The Warren School works closely with a range of external agencies including the Educational Psychology Service, Borough SEN services and advisors, Health colleagues including speech and language therapists and those in the mental health services as well as colleagues in Social Care. Although school is a significant part of a student's life, it is essential that the he or she is considered holistically. Establishing effective practice across services is essential and the school works to facilitate good relationships between student, family and professionals.

## **Role of the Governing Body**

The Governing Body's responsibilities to students with SEND include:

- Ensuring that provision of a high standard is made with SEND students.
- Ensuring that students with SEND are fully involved in school activities.
- Having regard to the Code of Practice when carrying out responsibilities.
- Being fully involved in developing and subsequently reviewing the SEND strategy.

Mrs Cook Waller – Parent Governor for SEND

Mr Paul Randal – SEND Governor and Chair of Governors

Mr David Low – SEND Governor for the Trust

The Warren School is an inclusive school with high expectations of all students, including those with SEND, and believes that they have the ability to reach their full potential. The school provides effective support within the available resources. Students with SEND are seen as individuals, as the school recognises their diverse needs, different personalities, strengths and abilities. They are encouraged to take an active part in their own learning and planning support and the SEND department frequently celebrates achievements. The school and SEND team is committed to working with this group of students so that they become independent members of the school community and make a valuable contribution while they attend The Warren School and into their futures once they leave.