



THE
**WALDESLADE
& GREENACRE**
SCHOOLS PARTNERSHIP

Special Educational Needs and Disability Policy (and Information Reports)

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Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Aims

Our SEND policy and individual school information reports aim to:

Set out how our school will support and make provision for students with special educational needs and disabilities (SEND).

Explain the roles and responsibilities of everyone involved in providing for students with SEND.

At the Trust we value all students equally.

All students are part of our community and we aim to ensure that all children have an equal opportunity to engage in the curriculum, achieve their best, become confident individuals with fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

We recognise that SEND support is a whole staff responsibility with 'quality first teaching' that considers the individual needs of students when planning our curriculum.

We recognise that some children need additional support to ensure access to the whole curriculum. We ensure that the needs of children are assessed, planned for and reviewed so that appropriate support strategies are provided. If additional specialist advice and support is necessary, the appropriate external agencies will be contacted.

We include parents/carers in the identification, assessment and response to their children's special educational needs. We work in partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child's education.

We involve the student and the importance of taking their views into account and include the student in decision-making about their special educational provision.

We are committed to effective collaboration between all agencies working with a student and adopt a multi-disciplinary approach to meeting a student's special educational needs.

Legislation and Guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:



- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEND.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report.
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for students with disabilities.
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it.
- The [Governance Handbook](#), which sets out governors'/trustees' responsibilities for students with SEND.
- The [School Admissions Code](#), which sets out the school's obligation to admit all students whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.

Definitions

Special Educational Needs and Disability

A student has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or;
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Disability

Students are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.



The 4 Areas of Need

The needs of students with SEND are grouped into 4 broad areas. Students can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the student's particular area(s) of need, at the relevant time.

Area of need	DESCRIPTION
Communication and interaction	<p>Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Students who are on the autism spectrum often have needs that fall in this category.</p> <p>Examples of this area of need: autistic spectrum condition (ASC), speech and language difficulties.</p>
Cognition and learning	<p>Students with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none">• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia.• Moderate learning difficulties.• Severe learning difficulties.• Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.• Dyslexia, Dyscalculia, Dyspraxia, Auditory Processing Disorder.



Area of need	DESCRIPTION
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Students may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder. • Attention deficit disorder, attention deficit hyperactive disorder (ADHD) or attachment disorder. • Suffered adverse childhood experiences. • Tourette Syndrome. • Oppositional Defiant Disorder. • Anxiety. <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Students with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Students may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment. • A physical impairment or physical processing difficulties. • Epilepsy. <p>These students may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

Roles and Responsibilities

The SENCO

The SENCO within the girls' provision is Mrs R Price. The SENCO within the boys' provision is Mrs D Winspear. They will:

- Work with the Headteacher and SEND Link Governor to determine the strategic development of the SEND policy and provision in the school.
- Inform any parents that their child may have SEN and then liaise with them about the student's needs and any provision made.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans.



- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Be the point of contact for external agencies, especially the local authority (LA) and its support services.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all students with SEN accurate and up to date.
- When a student moves to a different school or institution: Make sure that all relevant information about a student's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner.
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy.
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data and use these to reflect on and reinforce the quality of teaching.

The SEND Link Governor

The SEND Link Governor will:

- Help to raise awareness of SEND issues at Local Governing Body (LGB) meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the Local Governing Body (LGB) on this.
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

The Headteacher

The Headteacher will:

- Work with the SENCO and SEND Link Governor to determine the strategic development of the SEND policy and provision within the school.

- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual students.
- Make sure that the SENCO has enough time to carry out their duties.
- Have an overview of the needs of the current cohort of students on the SEND register.
- Advise the LA when a student needs an EHC needs assessment, or when an EHC plan needs an early review.
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data and use these to reflect on and reinforce the quality of teaching.

Class Teachers

Each Class Teacher is responsible for:

- The progress and development of every student in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching.
- Working with the SENCO to review each student's progress and development, and decide on any changes to provision.
- Ensuring they follow this SEND policy.
- Planning and providing high-quality teaching that is differentiated to meet student needs through a graduated approach.
- Communicating with parents regularly.

The Student

Students will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the student:

- Explaining what their strengths and difficulties are.
- Contributing to setting targets or outcomes.
- Attending review meetings.
- Giving feedback on the effectiveness of interventions.

The student's views will be considered during making decisions that affect them, whenever possible.



Monitoring Arrangements

This policy and information report will be reviewed by WGSP Senior Leadership Team and Headteacher. It is then taken to the Local Governing Body (LGB) for approval. It will also be updated if any changes to the information are made during the year and will be approved by the LGB.

Links with Other Policies and Documents

This policy links to the following documents:

- Accessibility plan and policy.
- Behaviour policy.
- Supporting students with medical conditions policy.
- Complaints policy.

Identifying Students with SEN and Assessing Their Needs

Walderslade and Greenacre Schools Partnership uses the graduated approach to assess if a young person has any underlying SEND need that has not yet been identified.

We will assess each student's current skills and levels of attainment on entry as a whole, which will build on previous settings and Key Stages, where appropriate obtaining relevant information from previous schools. This may include progress in areas other than attainment, for example, social and emotional needs.

Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a student is making slow progress, they will target the student's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the student's parents or carers, consider consulting an external specialist.

Potential short-term causes of impact on behaviour or performance will be considered, such as illness, bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for students whose first language is not English.



If a student is joining the school, and:

- Their previous setting has already identified that they have SEN.
- They are known to external agencies.
- They have an education, health and care plan (EHCP).

Then the school will work in a multi-agency way to make sure we get relevant information before the student starts at school, so support can be put in place as early as possible.

If the student falls within these areas; we have a referral system where teachers can request support from the SEN team, to carry out with parental/carer's permission:

- Observations in the classroom.
- Screeners for Specific learning disabilities.
- Snap assessments to indicate areas of need.
- Interventions i.e. handwriting, literacy, phonics, reading, social skills, 1:1 direct work etc.
- Referrals for assessment with NELFT i.e. Autism, ADHD.
- Requests for external professionals to support students.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Low attainment or slower than expected progress does not automatically mean a student is identified as having SEND. The decision on whether to define as SEN, will be influenced by many factors, including expected progress and attainment and the opinions of the students and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. Regardless of identification, we will work to ensure that all students receive the support they need to make progress and be included within the school community. Please do note that section 6.20 of the Special Educational Needs and Disability (SEND) Code of Practice (January 2015) states:

'Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage'.

Consulting and Involving Students and Parents

The Walderslade & Greenacre Schools Partnership consult with parents/carers in a range of ways i.e. face to face meetings, parent evenings, telephone, video links, email, to ensure all parents are involved



in their child/young person's education. We encourage the child/young person to be involved in their education and have the opportunity to be a part of planning their pathway to success.

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty.
- We consider the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the student's record and given to their parents. We will formally notify parents when it is decided that a student will receive SEN support.

Assessing and Reviewing Students' Progress Towards Outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review** from;

- Data drops and student assessments.
- Referrals and outcomes.
- Parental requests.
- Other external professional recommendations.

Once a student has been identified as having SEN, we will act to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

Assess

The SEN team will carry out a clear analysis of the student's needs. The views of the student and their parents will be considered. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the student's need. For many students, the most reliable way to identify needs is to observe the way they respond to an intervention.

Plan

In consultation with the parents and the student, the teacher and the SEN team will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the student will be made aware of the student's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will



be recorded on our management information system, Arbor, and will be made accessible to staff in a individual strategy sheet.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

Do

The student's subject teachers retain overall responsibility for their progress.

Where the plan involves group or 1:1 teaching away from the main class or subject teacher, they still retain responsibility for the student. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the student's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

Review

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and students.
- The level of progress the student has made towards their outcomes.
- The views of teaching staff who work with the student.
- The subject teachers and the SENCO will revise the outcomes and support in light of the student's progress and development, and in consultation with the student and their parents.

The subject teachers and Head of Year will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student.
- Their previous progress and attainment or behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The student's own views.
- Advice from external support services, if relevant.

The assessment will be reviewed regularly throughout each academic year.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.



We will regularly review the effectiveness of the support and interventions, and their impact on the student's progress.

Levels of Support

School-based SEN Provision

Students receiving SEN provision will be placed on the school's SEND register. These students have needs that can be met by the school through the graduated approach. Where the student's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these students is funded through the school's notional SEND budget. On the census these students will be marked with the code K.

Education, Health and Care (EHC) Plan

Students who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the student, the provision that will be put in place, and the outcomes sought.

The provision for these students will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant). On the census these students will be marked with the code E.

Supporting Students Moving Between Phases and Preparing for Adulthood

The Walderslade & Greenacre Schools Partnership has an established transition programme in both secondary schools in place for Year 6 students moving into secondary, with the SENCO playing a key role in this provision. We have firm links with the SENCOs from our local feeder schools and have face to face contact with them wherever possible prior to the start of Year 7 and if needed during this transition year. Any special needs provisions that have been put in place in Year 6 are supported and investigated over the course of the Autumn term and support discussed with parents and students. Where appropriate a bespoke transition plan will be implemented for students who need greater support during the move from primary to secondary school.

During Year 9, students select their choices for GCSE at Key Stage 4. We ensure that appropriate support is provided for students with SEND, and their parents. Meetings are held with the SENCO to help students make choices that are right for them and their aspirations.

In Year 10 students complete work experience, we work with students and parents to ensure that any barriers to successfully participating are removed and that suitable and fulfilling placements are sought out for all students, with specific regard for students with SEND.



Post 16 provision is supported through the Year 11 pastoral team, with sessions provided to help students develop their interests and make applications. The SEND Faculty further support students with SEND, with investigating their options, making applications, supporting with interviews if required. Students moving into our sixth form, PGW, are fully supported, with a seamless transition being aimed for. Students who wish to move to other schools or colleges are fully supported and we work closely with other providers to share information and resources to aid transition and learning.

As part of the Trust, we are also able to provide business mentors to students, who are professionals in their field, external to the school and trust, who are able to help direct and coach students towards their goals.

Our Approach to Teaching Students with SEN

In line with Teaching Standards and the Special Educational Needs and Disability (SEND) Code of Practice (January 2015), we expect every teacher to take responsibility and be accountable for the progress and development of all the students in their class and subject. We provide resources and CPD on additional needs to all staff throughout the academic year to ensure all staff can plan and implement lessons to include all students regardless of need to allow progress for all. Teachers are responsible and accountable for the progress and development of all the students in their class. Furthermore, we expect that Heads of Faculty/Subjects will hold teachers to account and promote good outcomes for all students in terms of progression through skillful use of data and management of resources, including staff. Finally, we expect that Heads of Year will monitor the progress of students across the curriculum and highlight where and when students need support or interventions to be developed in collaboration with the SENCO.

We use the Waves of Intervention Model, with quality first teaching in classrooms delivered by subject teachers being our first step in responding to the needs of students with SEND. Adaptations in teaching are implemented in the classroom for individual students, as outlined in Student information guides. Teachers are expected to work with the SEND Faculty if they require support with students in their subject areas.

For students with SEND who are not making adequate progress in the classroom even with embedded quality first teaching, differentiation and adaptation of the teaching according to needs, we can also provide the following interventions:

- In Key Stage 3, students with delayed literacy skills will work in small groups for intensive Language and Literacy support, we also offer Phonics interventions.
- Targeted students receive handwriting, reading and spelling interventions in English.
- Dyscalculia screening and additional support is available in Maths.
- Social skills intervention, is offered to some KS3 SEND students as appropriate.
- Targeted students receive additional support in strategies to manage dyslexia in 1-to-1 or small group settings.
- Students with an ECHP, or identified special needs, will receive in-class support from a teaching assistant as directed by their plan and as appropriate.



- Students with an identified special need may receive some in-class support from a teaching assistant as appropriate.
- Support for reading question papers/recording their answers as appropriate.
- 1:1 mentoring takes place for some SEND students as appropriate.
- Emotional Regulation work can be completed with qualified ELSA member of staff.

Additional Support for Learning

Our teaching assistants are trained to deliver interventions such as Phonics, reading, numeracy, literacy. Teaching assistants will support students on a 1:1 basis when they hold an Education health and care plan or need 1:1 targeted support.

Teaching assistants will support students in small groups when students can be placed together with similar additional support needed i.e. targeted maths intervention, targeted reading programme.

Our HLTA's have specialisms in specific learning difficulties (dyslexia, Dyscalculia etc), Memory and processing disorders/difficulties, Emotional regulation, social skills and de-escalation techniques. They can provide small group or 1:1 work with those students who need more precision teaching to support their needs.

We work with the following agencies to provide support for students with SEND:

- Local Authorities; Medway and Kent special needs department and social care for our CIC students (Children in care).
- School nurses.
- Early help/ Family Solutions.
- Educational Psychology service.
- Marlborough Outreach service.
- Fortis Trust Outreach Service.
- Occupational Therapy Service.
- Speech and Language service.
- School Nurses Child and Adolescent Mental Health Services (CAMHS).
- SEASS (South East Attendance Advisory Service)/Attendance Officer.
- Local Inclusion Services for Communication and Interaction; Cognition and Learning.
- Behaviour, Emotional and Social Development; Sensory and/or Physical needs.
- Police Liaison Officers.
- Substance Misuse Agencies.
- Appropriate local voluntary agencies (often for an identified individual student).
- Mind Counsellors.
- Fire services.
- Young Carers.
- Additional business enterprises.



Expertise and Training of Staff

We ensure that training opportunities are available for the SENCO Faculty and wider school community to fulfil their roles. Mrs Price, is completing the National Award of SEN Co-ordination (Canterbury Christchurch University). Mrs Winspear has 25 years' experience of working in the SEND department. We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

Within the school, we utilise the experience of Mrs. Mansfield to assess the needs of students during examinations. She holds the Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3a).

Staff have recently been trained in Drawing and Talking Therapy, Emotional literacy, EAL provision, Conduct Disorder. Staff have in house training sessions once per fortnight learning more about different SEND and how to support them in the classroom. All staff have access to The National College on line platform where they can access further training.

We use specialist staff for Dyslexia, Dyscalculia interventions, memory and processing, social skills, exam techniques and exam vocabulary, direct work.

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

Evaluating the Effectiveness of SEND Provision

We evaluate the effectiveness of provision for students with SEND by:

- Tracking and reviewing students' individual progress towards their goals each term.
- Reviewing the impact of interventions after 6 /12 weeks depending on their intervention.
- Using student questionnaires, surveys or student voice.
- Learning walks and CPD for staff.
- Monitoring by the SENCO.
- Using provision maps to measure progress.
- Holding annual reviews for students with EHC plans.

Enabling Students with SEND to Engage in Activities

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs. We aim to create a learning community that promotes the inclusion of all in all aspects of school life. Students have access to the environment, resources, staff and activities they need, putting reasonable adjustments in place, which are regularly reviewed. Students are not denied access or admission to the school based on SEN or disability.



All students are encouraged to take part in sporting events including away days, performances in school plays or dance exhibitions, school trips including residential and any other activity the school puts forward. All students are encouraged to go on our residential trip(s).

Most classes are taught as mixed ability groups, combining a wide range of activities from extension tasks to differentiated work although some students are taught in smaller, set classes with targeted additional support.

At Walderslade and Greenacre Schools Partnership the school entrances are at ground level or have been fitted with slopes to ensure all students have access to classrooms, a lift has been fitted to ensure upstairs access. Where there isn't access upstairs, classes are moved to an accessible point.

Students with set dietary requirements or those needing physiotherapy support have a dedicated room to support them. Those needing accessible toilets have access to these.

Any students with speech, language and hearing impediments are supported with outreach groups and by sharing relevant information with staff on strategies to support in the classroom.

The School has an accessibility policy in place to support those with disability or special requirements.

Admissions

The school aims to meet the needs of any student whose parent(s) wish to register them at the school as long as a place is available and the admissions criteria fulfilled. No student will be refused admission solely on the grounds that they have SEN or a Disability. However, where the student is the subject of an Education, Health and Care Plan and it is proposed that the school is named in that EHC Plan, the school may make representations to the local authority that placement at the school is incompatible with the efficient education of others, or the efficient use of resources, and no reasonable steps may be made to secure compatibility.

All students whose education, health and care (EHC) plans name the school will be admitted before any other places are allocated if appropriate under the guidelines and disability act.

Students with a disability or EHC plan are given greater advantage on the oversubscription criteria for entry to the School. Students in each of these criteria fall with greater priority than all other groups apart from those children who are in care or who have formerly been in care. Students with an EHC can name the School and are offered spaces 12 months prior to the secondary school application window.

Support for Improving Emotional and Social Development

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEND are encouraged to be ambassadors for the school.
- Students with SEND have access to the pastoral team which comprises of heads of year and pastoral support assistants as well as the SENCO and the SEND team.



- All students have access to a form tutor who liaises with them daily and can be the first point of contact to support any bullying issues along with all teaching staff.
- We have access to our RED button on our website for reporting bullying for parents and students on line.
- We provide Personal Development lessons within the curriculum to support emotional and social development as well as bespoke social skills for students with social communication difficulties.
- In Year 7, vulnerable students are specifically placed in the most appropriate tutor group, some with additional support for more dedicated nurture to start the school day as emotionally settled as possible.
- Students who need additional support are provided access to the Pastoral Hubs and SEN as needed and can request access to a go to person for support and guidance.
- All students are encouraged to be part of the school council and aim to be part of the school prefect body.
- Students with SEND with social communication difficulties are also encouraged to be part of after school clubs.
- SEND students can be invited to after school social club to help them engage with other and build appropriate friendships.
- Mediation between friends and peers is provided by the Pastoral Hubs to help students appropriately navigate friendship and resolve conflict in a healthy and supportive way.
- In school counseling service, with a fully qualified counselor who can work with students on a 1:1 basis on a range of needs, including bereavement.
- Mental health first aiders in school.
- Anger management in school.
- Emotional support and mentoring will be offered on 1:1 or small group interventions by our trained ELSA staff.

We have a zero-tolerance approach to bullying.

<https://sflt.org.uk/greenacre/wp-content/uploads/sites/4/2023/09/Accessibility-Policy-Trust.pdf>

Working with Other Agencies

The Walderslade & Greenacre Schools Partnership work with a range of agencies to support our young people for precision support in a variety of areas including:

- The local authority who can provide resources, strategies, advice and 1:1 work with a student if deemed appropriate.
- Educational Psychology service who can provide advice, cognitive and emotional assessments, attend school reviews and deliver staff training.
- Speech and Language/Occupational Therapy provision can provide assessments and advice for particular or underlying needs.
- Outreach services (Fortis, Marlborough, Rowans, Triple R) can provide direct work or individual programmes.

- Online parenting courses.
- NELFT and Snapdragons (paediatricians) for assessment or medication reviews.
- Police Liaison Officers.
- Substance Misuse Agencies.
- Youth Services (i.e. MYT).

Complaints About SEND Provision

If you are concerned about the experience, you or your child has had when engaging with their learning, the SEN Faculty or/and the provision please do contact the SENCO in the first instance. If an appropriate and amicable solution cannot be reached, please make a complaint in writing to the headteacher, Mrs. Campbell, who will be able to support. Mrs. Campbell will also be able to refer you towards the Walderslade and Greenacre Schools Partnership complaints policy. The school Complaint Policy is also published on the school website.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions.
- Provision of education and associated services.
- Making reasonable adjustments, including the provision of auxiliary aids and services.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

Contact Details of Support Services For Parents of Students With SEN

There are numerous agencies and charities that parents can utilise to support their child with their educational needs. However, the services below will be able to advise parents on what is available in your local area to support your child with SEND.

SENDIAS: <https://www.family-action.org.uk/what-we-do/children-families/send/medway-sendias/>

Kent Autistic Trust: <https://www.kentautistictrust.org>

Medway Small Steps: medwaysmallsteps@family-action.org.uk

Triple P Online Courses: <https://www.triplep-parenting.uk.net/uk/about-triple-p/what-is-triple-p>



Contact Details for Raising Concerns

Mrs R Price - SENCO: eastr065@wgsp.org.uk

Miss D Winspear - SENCO: winsd001@wgsp.org.uk

The Local Authority Local Offer

The Medway Local Offer is published on <https://www.medway.gov.uk/localoffer>.

The website details all the services that are available to support children and young people, up to the age of 25 years with SEN within the Medway area, including;

- Health, such as doctors, nurses and therapists.
- Medway's Education Services - support for children with special educational needs and disabilities (SEND).
- Medway's Social Care and support and Education - such as nurseries, pre-schools, primary schools, secondary schools, special schools plus local colleges and a variety of support services.

Additionally, it details all of the voluntary support groups, as well as leisure activities and short breaks.



Equality Impact Assessment

Who is the policy or process intended for?	Pupils	Employees	Govs/ Trustees	Volunteers	Visitors
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Status of the policy or process:	New policy or process			Existing policy or process	
	<input type="checkbox"/>			<input checked="" type="checkbox"/>	
Analysis					
Protected Characteristic	Impact analysis			Explanation of impact analysis	
	Positive	Neutral	Negative		
Age:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Disability:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sex:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Gender reassignment:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Race:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Religion or belief:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sexual orientation:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Marriage or civil partnership:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pregnancy and maternity:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pupil groups (PP/SEN/CLA):	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Evaluation and decision making					
Summary of action taken:					
Final decision:					

