Be the best you can

Special Educational Needs (SEN) Policy

Date Ratified by Governors – Date last reviewed – October 2026

Date for next review – October 2027 To be reviewed every year

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Compliance

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- Set out the opportunities to support SEND pupils in being prepared for Adulthood

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 pupils 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 pupils 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 responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils 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

Aims

All pupils at Watling View have Special Educational Needs and an Education Health Care Plan. Our overarching aim is to create an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs, in which all pupils can thrive by paying attention to these specific areas:

- enabling each pupil to reach his or her full potential, both curricular and extra-curricular
- enabling each pupil to partake in, and contribute fully, to school life
- endeavouring to meet the individual needs of each child
- developing a feeling of self-esteem within the individual
- fostering an atmosphere in our school which will promote a happy, sensitive and secure environment to ensure the most effective learning for all children
- providing for children's individual needs by supporting them in various ways: whole class, small groups and individual
- monitoring closely all pupils through review and assessment, to enable us to recognise, celebrate and record achievements
- providing access to and progression within the curriculum
- working with parents and other agencies to provide support and opportunities for all pupils
- using a variety of teaching strategies, which include different learning styles, to facilitate meaningful and effective learning for all children
- assisting all staff in the delivery of educational entitlement and ensuring all staff are aware of a child's individual needs
- ensuring access to a range of resources to support staff in their teaching of children with SEND
- including the voice of the child in monitoring and reviewing individual 'journey targets'

Objectives

- work within the guidance provided in the SEND Code of Practice, January 2015
- operate a "holistic pupil approach" to the management of provision for special educational needs
- provide support and advice for all staff working in the school

Types of SEN

The SEND Code of practice identifies 4 main areas of need; these are:

- **Communication and Interaction** - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
- **Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- **Social, mental and Emotional Health** - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

- **Sensory and/or Physical Needs** - this includes children with sensory, multisensory and physical difficulties.

Watling View caters for young people who have severe and profound learning difficulties. All pupils at Watling View have an Education Health Care Plan.

Assessment and review

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies.

All pupils have termly Personalised Learning Goals which consist of 5 'Satellite Targets', these are targets which a linked to the core curriculum and 5 'Journey Targets' these are targets which are linked to the core areas of need as well as self-help and independence. These targets are reviewed on a termly basis and updated targets are created for the new term. The evaluated and proposed new targets are then shared with families.

Alongside the formal review of the individuals Journey Targets, teachers review the individuals progress and attainment and behaviour, views of parents and carers, pupils own views, advice from external agencies including therapists.

A Graduated Approach to SEN Support

At Watling View, we adopt a "high quality teaching" approach, which includes following the graduated approach and the four-part cycle of **assess, plan, do review**. The key characteristics of high quality teaching are:

- highly focused lesson design with sharp objectives
- on-going formative assessment
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through communication, with regular opportunities for pupils to communicate both individually and in groups
- a 'Total Communication' learning environment
- regular opportunities to work collaboratively and independently
- regular use of encouragement and authentic praise to engage and motivate pupils
- Providing pupils with practical sensory learning activities.

Teachers are responsible and accountable for the progress and development of the pupils in their class. High quality teaching, differentiated for individual pupils, is crucial in responding to pupils SEND; additional intervention and support cannot compensate for a lack of high-quality teaching. We regularly and carefully

review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, work scrutiny, tracking progress and termly pupil progress meetings.

Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high-quality teaching. We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Class teachers, supported by the Senior Leadership Team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and starting point. This can be characterised by progress which:

• 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

• widens the attainment gap

The first response to such progress should be high quality teaching targeted at their areas of weakness. This can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

All pupils at Watling View have an Education and Health Care plan, the local authority, in cooperation with the school, must review that plan as a minimum every twelve months.

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the Headteacher, Deputy Head and Senior Leaders
- analysis of pupil tracking data
- monitoring of procedures and practice by the SEND governor
- School Self-Evaluation document
- Local Authority moderation process and OFSTED inspection arrangements
- meetings of parents and staff, both formal and informal

Managing pupils' send needs

All pupils at Watling View have a variety of documentation which supports how to meet the needs of each individual. Important documents include pupil information pack; this is a document which provides an overview of the pupil in key areas. Child on a Page document provides information about the current progress and attainment of pupils and individual risk assessments provide information which staff need to know when supporting individuals in the community and PEEPs provide information about how best to support a young person during a fire drill and where required documentation to support emotional regulation needs, with paperwork in line with Therapeutic Thinking Hertfordshire STEPS.

Class teachers are responsible for evidencing progress according to the outcomes described in the PLGs. Class teachers are responsible for maintaining and updating learning information. These are then shared with everyone involved with the child. Senior teachers review records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

Specialist Support

Schools may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies.

The pupil's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.

Our Approach to teaching pupils / including additional support and support for emotional and social development

The core purpose of the curriculum at Watling View is to develop individual's social, life, independence, communication and key skills. To achieve this, we teach the curriculum in a variety of ways in order to ensure the most suitable provision and education for all our learners. Depending on the pathway of the pupil will depend on the type of curriculum they follow, however all curriculums are personalised to individuals and the needs and aspirations of individual pupils. No matter the pathway individuals will access a wide range of specialist approaches to teaching and learning for people with SEND. We have school volunteers from 2 local secondary schools who come and volunteer at the school. Where pupils are identified as requiring further interventions to support their progress and development, we utilise these interventions. These interventions are primarily based around improving the emotional and social development of pupils. The SEND report provides an overview as to the different approaches the school uses to support pupils across Watling View.

Adaptations to the curriculum and learning environment

At Watling View, we recognise that every individual is unique and may require an individual approach to their learning. We make the following adaptations to ensure all pupils are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, teaching style, content of the lesson, resources, the curriculum the pupil follows, grouping, 1:1 work.
- Adapting our resources and support in the classroom
- Using a variety of Augmentative Alternate Communication aids
- Differentiating our teaching

Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Pupils have Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (January 2015) is followed. The school has a policy for Supporting Pupils at School with Medical Conditions.

Training and resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post this includes explaining the structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils. Staff training needs will be discussed at this stage and both teaching and support staff will be made aware of training opportunities. The school delivers a weekly programme of CPD for all staff. CPD priorities are identified in line with the School Improvement Plan, alongside areas for development highlighted through leadership monitoring, evaluation, and quality assurance activities. Staff are also provided with regular opportunities to discuss and reflect on the implementation of key initiatives and strategies through class meetings, helping to promote consistency of practice and continuous professional development across the school.

Securing equipment and facilities

Suitable resources play an important part in the teaching and learning of pupils. Subject co-ordinators will submit a budget bid proposal on an annual basis to outline the resources required to support the delivery of the curriculum at Watling View. The school reviews it's facilities to make sure that pupils have suitable access to the facilities they require in order to learn the essential skills and knowledge to support their education.

Approach to involving parents/carers

Parent/carers involvement is central to supporting our pupils' SEND. We ensure open and regular feedback on a daily, termly and annual basis. At the start of a key stage we obtain an understanding about the aspirations of all stakeholders and ensure that we are setting targets that will support individuals in reaching these aspirations.

The conversations we have with parents make sure that:

- Everyone develops a good understanding of the pupil's strengths and difficulties
- Everyone understands the outcomes for the child
- Everyone is clear on what the next steps for the child are

These conversations take place in a number of different ways including Annual Reviews, Drop in Sessions, Parents Evenings and Home School Books.

Approach to consulting young pupils in their education

Pupil voice is an important part of our pupil's education and how they receive their education. To hear pupil voice we do a variety of things including, pupil contribution to the annual review, school council, pupil aspirations linked to aims on their Education Health Care Plan, and for pupils in the upper school they choose an accreditation they would like to study each half term.

Supporting pupils moving between phases and preparing for adulthood

Getting the transition correct for our pupils is important so that pupils are able to continue with their learning and progress in their new setting or phase of education. Where pupils are moving between classes or departments the school each year hold transition meetings here strategies and learning levels are shared with the new class team. Where a pupil is transitioning to college we work closely with the college to ensure a suitable transition plan is implemented based on the need of the individual. No matter the age of the young person we are preparing each individual for adulthood and having a curriculum that supports them on their journey to adulthood and being as independent as possible in their communication and daily life.

Annual Reviews

As all pupils at Watling View have an Education, Health and Care Plan (EHCP), each pupil will have an Annual Review meeting to monitor progress and ensure that provision continues to meet their needs. Parents and carers are invited to attend the Annual Review and are given the opportunity to request the attendance of any other professionals who they feel would contribute to the meeting.

During the review, the class teacher presents information about the pupil's progress in relation to their EHCP outcomes. This is supported by photographs, videos and other evidence of learning to provide clear and meaningful examples of progress and achievement. The meeting also provides an opportunity to

discuss the pupil's strengths, current needs and aspirations, and to review and agree proposed outcomes for the coming year in partnership with parents and professionals.

Where NHS therapy provision forms part of a pupil's EHCP, relevant therapists will provide a written report and, where appropriate, may attend the review meeting to contribute to discussions regarding progress and future provision.

Following the Annual Review, the EHCP is reviewed and any recommended amendments are documented. The review paperwork is then submitted to the Local Authority, which considers the recommendations and, where appropriate, issues an amended draft EHCP for parents to review before a final plan is issued.

In addition to the statutory Annual Review process, parents and carers may request an early review of their child's EHCP if there are significant concerns or changes in need. Requests should be made through the school, which will liaise with the Local Authority and relevant professionals to determine the appropriate next steps.

Monitoring and Evaluation

There are robust quality assurance measures in place to make sure that leaders are clear about the progress all pupils are making and where pupils are not making expected progress interventions can be implemented. Examples of the quality assurance measures include termly pupil progress meetings, learning walks and termly therapy meetings. Pupil progress is reported to governors on a termly basis and the governor responsible for SEND conducts a monitoring visit on a termly basis.

Roles and responsibilities

Provision for pupils with SEND is a matter for the school as a whole. The board of governors, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

Governors will ensure that:

- the necessary provision is made for any pupil with SEND
- pupils join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they have regard to the requirements of the Code of Practice for Special Educational Needs (January 2015)
- they set up appropriate staffing and funding arrangements, and oversee the school's work for SEND
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this

The Head Teacher is responsible for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues
- the deployment of all special educational needs' personnel within the school
- monitoring and reporting to governors about the implementation of the schools 'SEND policy and the effects of inclusion policies on the school as a whole

Class teachers are responsible for:

- providing high quality teaching for all children
- assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil
- regularly reviewing the impact of these adjustments, interventions and support, through a differentiated curriculum and personalised learning.
- liaising with outside professionals such as SaLT and OT, arranging meetings and providing a link between these professionals, class teachers and parents.
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, etc.
- providing additional support for children who have severe communication, speech, language and literacy difficulties
- contributing to the in-service training of staff
- Retaining responsibility for the child, including working with the child on a daily basis
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND. Directly liaising with parents of children with SEND
- taking part in county SEN moderation
- devising strategies, and Personalised Learning Plans, setting targets appropriate to the needs of the pupils including curriculum (Satellite Targets) and EHCP outcomes (Journey Targets)
- Supporting children to manage their emotions, particularly during trauma and stress so that they are able to participate fully in learning opportunities
- Supporting children's social, mental and emotional health needs
- Ensuring pupil involvement in Annual Reviews
- Liaising with parents and ensuring they are kept informed

TAs should:

TAs work as part of a team with the teachers supporting pupils' individual needs. They play an important role in implementing Personalised Learning Plans and monitoring progress.

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- use the school's procedure for giving feedback to teachers about pupils' progress.

Complaints about SEN provision

In the first instance complaints about SEN provision in our school should be made to the class teacher. They will then be referred to the school's complaints policy.

The Local Authority Offer

To find more information to the local authority's local offer the website is https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx

LINKED POLICIES/DOCUMENTS

- Accessibility plan
- Anti-bullying policy
- Behaviour and Exclusion policy
- Complaints procedure
- Confidentiality policy
- Data Protection policy
- Equality Plan and Procedure
- Positive behaviour and restrictive physical intervention policy
- Managing Medical Conditions in School policy
- Intimate Care policy
- Complaints policy
- SEND Information Report
- Safeguarding Policy
- Teaching and Learning Policy