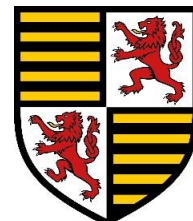


WARMINSTER SCHOOL



1707

POLICY STATEMENT FOR ADDITIONAL AND SPECIAL EDUCATIONAL NEEDS

Date of Issue: 1 September 2023
Date of Review: 31 August 2024
Responsible Person: Head of Learning Support

Guiding principles

This policy has been formulated with regards to the SEND Code of Practice: 0-25 years (2015), the Equality Act (2010) and the Children and Families Act (2014).

Our school is a mainstream school welcoming children with additional, special educational needs and disabilities. Warminster School caters for pupils with specific learning difficulties. Our aim is to differentiate our teaching to be responsive to the continuum of individual children's learning needs so that they can progress. We aim to support children's learning flexibly, using provisions such as teacher-pupil groups, pupil peer support, focusing the involvement of learning support assistants and 1:1 targeted teaching where necessary.

According to the SEND Code of Practice (2015):

- xiii. A child of compulsory school age or a young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than most 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.

Categories of SEN have been set out as follows in the SEND Code of Practice (2015):

- Communication and interaction
- Cognition and learning
- Social, mental, and emotional health
- Sensory and/or physical

The COP (2015) outlines the need to take account of those who are second language speakers of English. Within the multicultural environment of Warminster School, a statutory duty of care towards bilingual or multilingual pupils is upheld, although they 'must not be regarded as having a learning difficulty solely because the language, or form of language, of their home is different from the language in which they will be taught' (SEND Code of Practice: 0-25. 6.24. p.96).

Responsible Persons

The responsible person for additional, special educational needs and disabilities (ASEND) is the Headmaster, Mr Matthew Williams.

The person co-ordinating the day-to-day provision of education for pupils with ASEND is the Head of Learning Support/Special Educational Needs Co-ordinator (SENCo), Mrs Ange Garner, 01985 210126.

A departmental review outlining ASEND issues and developments is provided by the Head of Learning Support to the Academic Deputy Head and Governors. The Learning Support Department has its own link governor, Mr Andrew Kennett, who acts as its representative in all matters connected with the Board of Governors.

Aims and Objectives

- To ensure that pupils with ASEND have equality of access to a broad and balanced curriculum with other pupils within the school.
- To encourage a whole school consultation and partnership process between parents, pupils, and staff in the education of pupils with ASEND.
- To identify and assess pupils' additional and special educational needs as early as possible.
- To enable all pupils with ASEND to achieve their potential, thus acknowledging that all pupils have the right to equal opportunities and should be supported in developing their skills across the curriculum.
- To recognise the difference between pupils who have a special educational need and for whom English is a second language and in addition to be aware of those for whom both issues are present.
- To raise awareness of the assessment, identification and review processes that have been set up for meeting pupils' ASEND.
- To raise staff awareness of ASEND being a whole school responsibility, encouraging differentiation of individual curricular programmes of study in order that pupils' individual needs are addressed. Comprehensive data is available for all staff on the school electronic information system.
- To develop a partnership between teachers and pupils that encourages pupil confidence in the learning process.
- To continue to develop a positive attitude to areas of ASEND through INSET, provide updates of appropriate developments around ASEND and enable mainstream staff to seek advice and support regarding pupil need when necessary.
- To continue to develop home-school partnerships.
- Have an awareness of disability issues within the wider community and cascade this knowledge to the school population: i.e. school involvement with local MENCAP community. This initiative is overseen by the School Leadership Team.
- To support pupils social, emotional, and mental health needs.

The approach to teaching children with additional learning needs within the Learning Support Department

Pupils are offered individual or small group lessons tailored to their needs and an individual programme of study is put in place. Pupils are withdrawn from non-core subjects. This could be a modern foreign language if it is decided, after consultation with parents, pupils, and teachers, that this is the most appropriate subject for the pupil to be withdrawn from.

How the School adapts the curriculum and learning environment for pupils with additional educational needs

All teachers support children with additional learning needs in class with the use of a differentiated teaching approach. Learning Support Assistants support pupils in the lower sets in the core subjects. Pupils with identified additional needs are assessed in Year 10 and Year 11 to ascertain the need for examination concessions.

Identification

Regarding the SEND Code of Practice (2015), the school seeks to effectively identify and target pupils who have additional and special educational needs. A child has a learning difficulty or disability if he/she has greater difficulty in learning than most children of his/her age and/or a disability which prevents or hinders them from making use of educational facilities/provision that is normally available.

In many cases a pupil's ASEND will have been identified before they enter the school, either through the Head Teacher's interview, documentation received from their previous school and external diagnoses with a previously identified need or from baseline and examination data. In this case, support is allocated, depending on staff resources.

In addition, pupils with special educational needs are identified within the context of the usual differentiated curriculum. An initial referral form is completed by the teacher or parent raising concern about a pupil in the first instance. A referral may also be made verbally or by email.

Pupils are identified as having ASEND if they are not making progress with a curriculum that:

- sets suitable learning challenges
- responds to pupils' diverse learning needs
- aims to help pupils overcome potential barriers to learning

In accordance with the SEND Code of Practice (2015), four broad categories of need are identified:

- Communication and Interaction
- Cognition and Learning
- Sensory and/or Physical Needs
- Social, Mental and Emotional Health

The purpose of identification is to work out what action the school needs to take, it is not our purpose to fit a pupil into a category and serves solely to identify the needs of each individual pupil by considering the whole child, not just his/her special educational needs.

The school will always take needs that are not ASEND but that may impact on progress and attainment into account, for example:

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being a Looked After Child (LAC)
- Being the child of a Serviceman/woman

The identification of behaviour as a need is not an acceptable way of describing SEND and any concerns relating to a child's behaviour will be described as an underlying response to a need which the school has recognised and identified clearly.

Assessment

All new pupils sit a cognitive abilities test, reading comprehension, spelling, and Mathematics tests during their first term at the school. The results of these screening tests are made available to teaching staff.

Appropriate information is summarised (along with classroom strategies to assist all teaching staff) in the form of a learning profile on the school electronic information system.

Assessment is used to inform pupil learning plans and Individualised Education Plans (where deemed appropriate). These are used to structure their personalised learning programme in the Learning Support Department. These are working documents and modified regularly to reflect a pupil's changing needs according to the stage in their educational journey and the demands of the curriculum.

Provision

If pupil results are more than 2½ years below expected levels in areas which have a significant impact on progress, the SENCo may request parental permission to carry out an individual assessment to check for specific learning difficulties. Depending on these outcomes, and if concerns persist, parents would be advised to seek an educational assessment for a comprehensive report on their child's learning profile. This may be conducted by an Educational Psychologist if deemed appropriate or by our own suitably qualified assessors. Any pupils with identified ASEND are placed on the SEN Register which is available to teachers on the school's electronic information system.

The SENCo may recommend that the pupils should be:

- Monitored termly
- Supported by the teacher in the classroom
- Supported by a learning support assistant (LSA) in the classroom where available
- Withdrawn from a non-core subject for up to five lessons per week to attend lessons in the LS Department
- Disapplied from the teaching of a foreign language
- Disapplied from certain subjects

Where a parent has requested either that further assessment does not take place, or that their child's name is not placed on the register, these requests are followed through and noted. In these instances, advice is not circulated to staff relating to their child's ASEND, but the school makes it clear that ASEND expertise is available should parents change their mind in the future.

Links with the English as an Additional Language (EAL) Department

Staff need to be aware that a pupil from overseas may require LS as well as EAL lessons (COP 2015). Teaching staff refer the pupils in the normal way so that assessments can be arranged to ascertain the nature of the difficulties. Please refer to EAL Policy for further information.

Monitoring and Recording

The LS Department keeps a confidential report of all pupils who have ASEND. The Head Teacher initiates this process during the preliminary interview with parents and there are specific references in the registration and acceptance documents. Documentation is updated regularly and briefly outlines a pupil's specific need.

A graduated approach for pupils with ASEND is set out as follows:

A teacher or parent referral action prompts the following response:

- **Monitoring** – information distributed to teaching staff on school information system along with classroom strategies, no direct intervention but reports and examination results will be monitored to check progress
- **Active** – direct teaching input from LS Department that addresses a specific educational need. There also may be outside professional intervention, whereby specialist expertise/advice is sought

and implemented. The Local Authority's Local Offer can be accessed using the following website address: <http://www.wiltshire.gov.uk/localoffer.htm>

- **Historical** – pupils who have been either Active or Monitored on the SEN Report in the past

Provision and Staffing

There are 4 specialist teachers, 3 full-time and 3 part-time administration assistants. Teaching support is provided within the LS Department. Teaching assistants support pupils within the classroom context working in the core subjects in the lower sets, provide 1:1 support for certain pupils with Education and Health Care Plans (EHCPs) and support pupils with Exam Access Arrangements during mock and public examinations.

Following the recommendations of assessment, either school-based or external, specialist support may be provided which may include:

- Tuition from a specialist teacher within the LS Department – either small group or individual tuition
- Educational Psychologist intervention
- Speech and Language Therapy
- Emotional Literacy – ELSA
- Occupational Therapy - OT
- Counselling – this support is discussed with the Deputy Head Pastoral Care before any action is taken
- Mentoring and study skills support for sixth form students

Advice regarding referral to these professionals can be obtained from the SENCo. Support is provided within the constraints of the staff and timetabling allocation. Staff timetables are available from the LS Department and school electronic information system. These are subject to frequent change.

Information to support pupil learning available to all staff: Learning profiles and Targets

All teaching staff are required to access pupil learning profiles, which outline areas of need and offer strategies and advice in differentiating the curriculum effectively. ASEND input and teacher initials are also listed so teaching staff can contact specialist staff with ease. This system is explained during the induction process for all new staff members.

This information is accessed on the school's electronic information system. Regular staff briefings and emails alert teachers to changes in provision or circumstance and the information is frequently updated by LS staff.

Parents are advised of this action at the start of each academic year. **Where deemed necessary** an individual education plan (IEP) or teaching / learning plan is devised in liaison with pupils when they commence LS lessons.

Teaching/Learning plans or IEPs should aim to:

- Raise achievement for pupils with ASEND
- Be regarded as working documents
- Use a simple format
- Detail provision to or different from those generally available for all pupils
- Be jargon free
- Be comprehensive to all staff and parents
- Promote effective planning
- Help pupils monitor their own progress

Teaching /Learning plans or IEPs should include information about:

- The short-term target set for or by the pupil
- Teaching strategies to be used
- Provision to be put in place
- A time frame for review
- Success and /or exit criteria
- Outcomes (recorded when the IEP is reviewed)

A number of pupils who do not have learning difficulties, but may have an educational need with regard to a physical or medical condition will have a learning profile devised by the SENCo to effectively support pupil integration and optimise learning opportunities.

Liaison to facilitate transition between phases of education and adulthood.

Mrs Truckle (Head of Learning Support at Warminster Prep School) and Mrs Garner meet weekly throughout the year to discuss the pupils and their needs. Parents are informed of the learning support available in the senior school and a transition session is held in the summer term. Mrs Garner also meets with other prep school heads of learning support to discuss pupils with additional learning needs entering Warminster School. Relevant data is collected from these schools, disseminated appropriately in the form of a transition pack, and passed on as required when pupils are moving on into further and higher education.

Health and Safety

Adherence to pupil and staff safety is addressed through the following action within the department. All staff are conversant with the school Health and Safety Policy under the General School Policies. Electrical equipment is checked annually by the school maintenance team. In the interim if any faults are detected these should be reported immediately to the Estates Department. Medical problems that arise should be reported immediately to Nurse Sam Young and pupils accompanied to her by a staff member if necessary. The SENCo is trained in administering First Aid. Regular fire drills ensure procedures are carried out effectively. Classroom doors must be always closed, unless fitted with fire safety door stops. The SENCo is responsible for carrying out a final check of vacated rooms and door closures. The SENCo is a trained fire marshal. Any issues of concern that arise relating to an individual health and safety issue are reported to the SENCo, who will then immediately contact the Bursar, maintenance Bursar or appropriate individual. Bags must not be left unattended in corridors and must not obstruct walkways or doors.

Updated copies of the Safeguarding and Child protection Policy and the Code of Conduct for Safe Practice are available to Learning Support staff in the departmental office and on the central staff pool. It is recommended that staff should teach small groups and individuals with their door ajar.

Learning Support ICT Policy

All pupils must adhere to the school policy regarding the use of computers and the use of word processors in examinations. Any pupil found misusing a computer will be asked to log off and report to their Head of House. Staff must not print off confidential documents in the presence of pupils.

ASEND within an inclusive learning environment

The school aims to provide a dyslexia and ASD friendly learning environment, endeavouring to ensure that any reasonable adjustments required by pupils with additional educational needs are implemented within the context of the inclusive curriculum. It is important to remember that this approach does not only

facilitate dyslexia, and ASD friendly practice, but enhances learning for all pupils. Appropriate strategies may include: the use of multisensory teaching/learning techniques, differentiated materials, small group support with a learning support assistant, the use of a computer, laptop or iPad, colour naming for colour blind pupils, text to speech software, subject word banks, tracking rulers, coloured overlays, easier access tools, adjustable floor and bench mounted equipment for DT, large, squared paper in Mathematics, 3D shapes and an electronic reader. For ASD pupils sensitive and tactful handling of social and communication challenges may be necessary with safe places and careful handling of transition points throughout the day. Examination access arrangements are implemented where proven appropriate, to reflect a pupil's normal way of working and to ensure compliance with JCQ Access Arrangements and Reasonable Adjustments (2022-2023). Pupils are encouraged to become active participants in their learning process and responsible for their learning outcomes.

Differentiation and Support

All teaching staff are responsible for:

- Appropriately differentiated learning tasks for all pupils including those on the ASEND Report
- Identifying pupils who are causing concern but have not been formally identified by the entrance screening procedure
- Reporting those concerns to the LS Department

At Warminster School there is a referral procedure whereby teaching staff who may have a concern regarding a pupil's progress, whether they are already on the ASEND Report or not, can seek advice or discuss the option of pupil support. This procedure is activated in the first instance by completing a brief referral form available on the school intranet outlining what input has been provided to date. The SENCo will then arrange whatever option is considered most appropriate for an individual pupil, e.g., assessment, classroom observation, discussion with parents and pupil or specialist teaching input.

There is a legal responsibility for all staff to address pupils ASEND as outlined in the SEND Code of Practice, (2015):

'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.' (6.36)

Pupils may either be supported in class by LSAs if resources are available or may attend the LS Department for specialist teaching.

The Rationale for the use of 'In Class' support

The purpose of the support is to help identified pupils access the curriculum by working together to overcome barriers to learning, with the long-term goal of enabling pupils to function independently and achieve their potential. Effective practice fosters the participation of pupils in the social and academic process of the school and helps raise standards for all.

The LSA will have read all the information available on the ASEND pupils and will be familiar with the teaching/learning profiles of each pupil. They will:

- Provide an 'extra pair of eyes' to spot those who do not understand the lesson and those ready for a greater challenge
- Clarify objectives, use prompts and questions to support or extend responses to the lesson's activities.
- Encourage pupils who need support to get organised/develop their concentration/access tasks.
- Encourage pupils to explain their ideas and strategies they use
- Work with small groups of challenging text work to provide simple text

- Read back pupil's work as a form of checking to enable pupils to identify areas for improvement.
- Provide prompt cards for tasks requiring a long sequence of instructions
- Supervise and support practical tasks
- Keep in regular contact with those that need assistance. General an LSA will not sit exclusively with a pupil unless they are working on a different activity from the rest of the class
- Contribute to the evaluation of lesson outcomes to inform assessment, planning and reporting.

The EAL Department liaise with the LS Department as there may be pupils who have an ASEND in addition to coping with a second language. If a specific difficulty appears to be present following assessments, support can be provided within the LS Department if staffing resources permit.

The expertise and training of staff to support children and young people with additional learning needs

The staff who work within the Learning Support Department are all suitably qualified and experienced. They are encouraged to attend a variety of courses and conferences throughout the year as well as visits to other schools and meetings to share information and resources with other teachers of pupils with additional needs. Mrs Garner gives whole school in-service training as required and is available to give advice and guidance to teaching and support staff when requested. All new teaching and support staff are given an induction which includes information on pupils with specific learning difficulties.

Yearly training is also given to invigilators for the provision of examination concessions using the following provider: <https://www.communicate-ed.org.uk/>.

Parents are assisted with referrals for further assessments, if necessary, to educational psychologists, optometrists and speech and language specialists

Methodology

Support for literacy and numeracy takes account of the need for multi-sensory learning. To maintain motivation a specified skill may be taught in a variety of ways and using a variety of resources. Structured schemes are available for spelling, reading, auditory processing, visual processing, and numeracy. Assessments allow pupils to access the scheme at appropriate starting points.

The aim is to maximise success and to build skills in a cumulative fashion. The need for over-learning, where necessary, is recognised to promote confidence and to secure foundation learning.

Pupils are encouraged to become involved in the assessment of their own work and are involved in the implementation and review of their teaching/learning plans or IEPs.

Programmes are differentiated to address the individual pupil's needs as directly as possible and pupils are also encouraged to co-operate positively in their working groups so that they may share knowledge and learn from their peers.

IT skills are encouraged in the LS Department using Chromebooks, electronic reading pens, the internet and by the use of a variety of software programmes.

Approaches to Assessment

Assessment for pupils with ASEND is of various types including standardised, continuous, criterion-referenced, and summative. Both quantitative and qualitative data are collected and reviewed in the assessment process.

Continuous Assessment

Continuous assessment is carried out through teacher planning and evaluation sheets. Planning is based upon the targets for the pupil as stated on the IEP. Individual lesson planning aims to address the balance of work for the pupil over the week and is recorded on a weekly planning sheet. Observations of pupil's learning are recorded on the daily planning sheets so that they are responsive to the changing needs of the pupil and will inform planning at the IEP review.

Marking

Pupils with ASEND need to build self-esteem therefore the number of corrections indicated is limited and refers strictly to the appropriate learning levels of the pupil in areas such as spelling. The department prefers sensitive marking, often comment based. Numerical marking out of ten is generally avoided. Teachers make every effort to mark and review work alongside pupils, acknowledging pupil comments, thereby encouraging independent learning and ownership of learning processes. Pupils and staff are aware of the whole school marking policy.

Examination Concessions

From Year 10 onwards, the school aims to enable pupils to access all awarded concessions, staff permitting, so pupils are familiar with the process before public examinations, and this is seen as a normal way of working. This increasingly involves collecting 'hard' evidence from teachers which is used to support an application. Pupils are assessed using a range of diagnostic tests available to the Learning Support department to ascertain their eligibility. A report is then prepared by the SENCo to support the application. Parents are also encouraged to familiarise themselves with concessions that may be applicable to their child by visiting the following link:

<http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/access-arrangements-and-reasonable-adjustments-2018-2017>

The Learning Support Department retains current copies of the JCQ 'Instructions for conducting examinations' and 'Adjustments for candidates with disabilities and learning difficulties' 1 September 2022 to 31 August 2023 in the departmental office and copies are placed in each examination room during examination periods and for inspection purposes. Copies of the Policy concerning the use of word processors in examinations are also placed in examination rooms

Assessment Tests available:

WIAT-ii-t	Spelling	Single Word reading	Comprehension reading
WIAT-iii-t	Spelling	Single Word Reading	Comprehension(silent) untimed Oral Reading speed, fluency and accuracy
ERT	Reading Comprehension		
TOWRE-2	Reading speed		
WRIT	Decoding ability		
DASH /DASH 17+	Cognitive ability- verbal and non- verbal		
CTOPP-2	Hand- writing analysis		
BPVS	Cognitive processing		
CAML	Vocabulary		
LUCID EXACT	Literacy, cognition in multilingual learners		
MALT	Diagnostic literacy		
GORT-5	Mathematics		
TOMAL-2	Comprehensive Reading assessment		
SDMT	Test of memory and Learning		
	Visual-motor integration, focal shift, short term visual memory, coding		

Pupils granted examination access arrangements are issued with a red card during their examinations which states their examination concession/s and the date of expiry. This needs to be clearly visible to invigilators, examination officers and inspectors.

International Baccalaureate Inclusive Access Arrangements

International Baccalaureate (IB) students benefit from many of the arrangements and provisions laid on by the ASEND Department for their learning. However, when it comes to inclusive access for public examinations, arrangements are made not through the Head of Learning Support/SENCo, but through the IB Coordinator, liaising with the Head of Learning Support. As such, some of the rules and regulations are different and are linked instead to the principles (mentioned in-text below as bracketed numbers) outlined in the International Baccalaureate Organisation (IBO) document:

IBO. *Candidates with Assessment Access Requirements*. Cardiff: IBO, 2019.

The school must plan carefully and liaise not only with the pupil, but also with teachers and – if necessary—the IB to plan the right choice of subjects, provision and strategies which address their current learning needs to enable them to access the curriculum and fulfil their academic potential (2.1.1.-2.1.5). Inclusive access arrangements must reflect the pupil's usual way of working and have the consent of both the candidate (including parent/guardian approval) and that of the Head of School (2.1.6-2.1.8). The school recognizes its responsibility in submitting request for inclusive access arrangements electronically to the IB and for arranging the agreed support, including that any assistive technology functions correctly and appropriately (2.1.9-2.1.12).

The school recognizes the timeframe for application to the IBO with respect to inclusive access arrangements (15th November before the May session the following year), as well as the need to communicate information with the IBO through the appropriate media (2.2.1-2.2.5). Moreover, the school recognizes that it needs to submit formal documentation in the electronic submission of intent to arrange inclusive access of pupils to examinations, such as that of a psychological/psycho-educational/medical report from a professional in one or more of these fields in their country of residence, as well as educational evidence from the school outlining the difficulties faced by the pupil in question (2.3).

Some access arrangements do not need authorisation from the IB, and these are listed in detail in Section 3 of *Candidates with Assessment Access Requirements*. These matters include rest breaks, coloured overlays, blue printed paper, and magnifying glasses.

Other matters required authorization from the IB, and these are outlined in detail in Section 4 of *Candidates with Assessment Access Requirements*. These matters include extra time allowances (for issues including, among other things: processing difficulties, dyslexia, dyscalculia, psychological challenges), requesting examination papers with different sized type, the use of a computer and/or word processor, scribes, a reader, reading software, transcribers, communicators, calculators in non-calculator exams, practical assistance, deadline extensions and requests for exemptions from assessment.

Homework

The LS Department adopts a flexible approach to homework tasks. If provided, it depends on the needs and ability of a pupil. Homework, when set, directly links to teaching/learning targets and lesson plans. It is interactive and frequently provides an opportunity for overlearning previously taught concepts.

Criterion-referenced Assessment

Work in the weekly/daily planning sheets is closely related to the pupil's teaching /learning targets. Regular specific short-term targets are outlined and assessed on the daily-weekly planning sheet. Teaching/learning plans or IEPs however, need to be working documents reflecting a pupil's changing needs and learning profile.

Summative Assessment

Summative assessments are carried out annually in the summer term for pupils in years 7, 8, 9 and 10. In year 10, pupils are assessed either internally or externally for any examination concessions they may be entitled to. In Year 10 and 11 pupils are engaged in mock examinations for GCSE and LS staff respond to mock GCSE outcomes as teaching/learning plans are updated to address immediate educational needs. LS staff also contribute to Grade Card assessments in October and March. Summative reports are written at the end of each term.

Further Professional Assessment

Parents of pupils for whom further professional assessment is required are supported in the procedure involving an educational psychologist or other relevant professional after discussion. Recommendations are then included on the pupil learning profiles. Mainstream staff are alerted to updated information via the electronic information system.

Pupils who wish to have support on transition to Higher Education will need assessment by either an Educational Psychologist or Specialist Teacher to identify their underlying difficulties should they wish to further their support. They may be eligible for the DSA allowance. The DSA assessment process is currently provided by an external qualified educational assessor who is in possession of the Practising Certificate or by one of our chartered Educational Psychologists.

Assessment information is treated as confidential and only shared with specific individuals according to the Data Protection Act and GDPR (2018). Pupils and parents sign a data protection form at the outset of the assessment process.

Pastoral and Medical Links

The ethos of the school promotes the development of the whole child. Close links between the SENCo, School Chaplain, School Nurse and Deputy Head Pastoral Care ensure pupil concerns and needs are addressed in a caring, professional manner. Weekly meetings are held to discuss, plan, and implement supportive procedures to meet the emotional, social and behavioural needs of pupils.

Support for improving emotional and social development

All pupils take part in the school's Personal, Social and Health Education programme. This covers numerous pastoral or welfare issues including smoking, drugs, sex education etc. Pupils undertake PSHE within their tutor groups with the course content delivered not only by tutors but also by the School Nursing sister and outside agencies. New pupils are provided with a buddy to help them settle in the school.

Some parts of the building are wheelchair accessible; however, some parts are restricted by its historic and listed status. There are parking bays for the disabled. The aim is to progressively introduce facilities for wheelchair users and hearing loops as the buildings are upgraded but many buildings are not suitable, and may be prevented, from introducing such improvements.

Warminster School has a modern, fully staffed medical centre that is open during the school day so that qualified help can be summoned immediately. The school doctor holds two surgeries each week. The

medical team is always happy to discuss any pupil's health problems with parents as well as the management of any medical condition.

All pupils and staff have confidential access to an independent counsellor. Contact details can be found in the pupil organiser.

Role of Pupils

The school aims to involve all pupils in their own education. All pupils are regularly asked to evaluate their work, orally or in writing. ASEND pupils are invited to attend review meetings where this is appropriate. The concerns and views of pupils are encouraged, and they are encouraged to take pride in their work.

Parents

The LS Department aims to liaise with parents of pupils with ASEND and encourage them to have an active role in their child's education, encouraging an ongoing partnership process. We recognise parents play a key role in enabling pupils to achieve their potential, such as:

- A responsibility for informing the school about any specific needs their child may have on entering school
- A responsibility for making themselves aware of the ASEND policy of the school
- To find out about relevant outside agencies and requesting assessment as they feel to be necessary
- To attend and contribute to parent meetings
- To ensure they are up to date with their child's progress through the school's reports to parents
- To support the school if a programme of study is set up and requires monitoring at home.

At the beginning of each year a letter is sent to all parents of new pupils with identified ASEND, so they are fully aware of the school's commitment to ASEND. Intended provision and fees are clearly stated along with individual targets. In addition, LS staff attend parents' evenings to discuss pupil progress. Parents should feel free to organise meetings through the departmental secretary to discuss their child's overall progress and learning support provision.

External Agencies

The school has links with a variety of professionals to support pupils with ASEND including:

- Educational psychologists and Educational Assessors (in possession of the Practising Certificate)
- Occupational therapists
- Health professionals
- Behavioural Ophthalmologist
- CAMHS (in liaison with Deputy Head)
- Speech and Language therapists

Access to the Curriculum

Pupils are set according to ability for: English, Mathematics, Science and French in KS3 and for the core subjects in KS4. A variety of teaching styles and strategies are used, and information from pupil learning profiles supports this. Subject teachers are aware of pupils' learning profiles and can access IEPs on request.

Resources

The LS Department has an allocated budget for ASEND which reviewed on an annual basis. It is well resourced with a broad range of materials including:

- Specialist reference books and journals
- Language, numeracy and thinking skills games
- Baseline test materials
- Assessment materials
- ICT hardware and software
- Differentiated materials
- CPD materials

Training

The LS Department is committed to providing opportunities for professional development. An ongoing programme of staff training to raise awareness of new initiatives within the field of ASEND is provided by the SENCo for all teaching staff. LS Department staff are encouraged to attend external courses and conferences regularly to update on current legislation and emerging ASEND initiatives. The current skill set of the LS department is wide and diverse.

Department Staff Absence

In the event of a member of staff being absent, they must inform the Academic Deputy Head or his secretary. Wherever possible, departmental staff cover the absence to ensure continuity of the LS pupil programme.

Display

The LS Department aims to provide a visually stimulating and welcoming environment. Central display areas focus on specific topics relating to ASEND issues. Displays within classrooms should relate to elements of teaching programmes to enhance the learning environment.

Finance

LS lessons are funded by parents and details of the fees can be found on the fee schedule for the current year. Copies of departmental budgets are available on the school intranet system. Purchase orders are collated in a ring binder in the staff office.

Arrangements for handling complaints from parents of children with additional education needs about the provision made at the school

In the first instance concerns regarding a pupil should be directed to the tutor. Parents are encouraged to arrange to speak directly with the teachers in the department involved and hopefully most issues will be effectively and quickly resolved. Should the matter be unresolved parents should write to the Deputy Head setting out the grounds for their complaint. The Deputy Head or Headmaster will investigate and respond to parents within two weeks. The Headmaster is the final arbiter.

Conclusion

The school strives to support children holistically with ASEND and ensure their individual needs are met within an inclusive learning environment. The aim is to ensure that each pupil may fulfil their potential.

Ange Garner
Head of Learning Support/SENCo