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| **Policy Number** | SSO4 | **Originator** | Nigel Troop |
| **Issue Number** | 6 | **Authoriser** | Ben Coombes |
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**1. Introduction**

The Education Act 1996 says that a student has Special Educational Needs (SEN) if they have a learning difficulty which calls for special educational provision to be made or them.

A learning difficulty means that the student either:

a) Has significantly greater difficulty in learning than the majority of students of the same age

b) Has a disability, which either prevents or hinders the student from making use of the educational facilities which are provided for students of the same age in a mainstream school.

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for students of the same age in a mainstream school.

Everyone at Wessex Lodge School is committed to providing the conditions and opportunities to enable any student with SEN to be included fully in all aspects of school life. The Special Needs policy at Wessex Lodge School supports the stated ethos of the school that:

• Wessex Lodge School adopts a holistic, person-centered approach to the development of our students, taking into account current theories and methods of teaching. Many of our pupils have significant barriers to learning due to their social, emotional and communication difficulties and challenging behaviour where it arises out of these needs. Our role is to help and support our students to come to terms with, and overcome, these difficulties. The social, emotional, communication and behavioral needs require specific attention if appropriate learning and educational progress is to occur.

Some of our students are diagnosed as having autism and need additional support Specialist support for the children and young people, through both the delivery of the programmes of study and personalised learning programmes, will be integrated into the curriculum and into teaching and learning. Support may be in the form of Speech and Language Therapy, Thrive interventions or Play Therapy for example.

**2. Policy Objectives**

In order to meet the special educational needs of our students at Wessex Lodge School we must:

• Develop, implement and monitor appropriate programmes for students.

• Provide intervention at a suitable level when a student is identified as not making sufficient progress

• Provide additional therapeutic support based on individual needs

• Use a variety of teaching styles and cater for different learning styles to allow students with SEN to access the Wessex Lodge School’s curriculum as detailed in the Curriculum policy

• Use resources effectively to support students with SEN

• Assess and keep records of the progress of students with SEN

• Work with outside agencies who provide specialist support and teaching for students with SEN

• Inform and involve the parents/carers of students with SEN so that we can work together to support our students

• Encourage active involvement by the students themselves in meeting their needs

• Provide on-going training for all staff working with students with SEN

**3. Co-Ordinating Provision – The Special Educational Needs & Disability CoOrdinator (SENDCo)**

The SENDCo is responsible for the arrangements for SEN provision throughout the school.

The SENDCo:

• Has responsibility for the day to day operation of the SEN policy

• Maintains a register of students with SEN and ensures that the records on students with SEN are up-to-date and supports the school’s Educational Psychologists and therapy team in conducting assessments for students with SEN

• Works closely with the Headteacher, the Senior Leadership Team and the teaching and support staff in coordinating provision for our students

• Liaises with the staff in school who have responsibility for Child Protection

• Works closely with the parents/carers of students with SEN

• Liaises with outside agencies, following consultation with the Headteacher to gain advice and support for students with SEN

• Contributes to in-service training for staff on SEN issues

• SENCO/ Deputy SENCO will attend annual EHCP Reviews to help support outcomes for students

**4. Access to the Curriculum**

The provision at Wessex Lodge School is based on:

• Setting suitable learning targets

• Responding to student’s diverse learning needs

• Overcoming potential barriers to learning.

All Class Teachers, the SENDCo and other internal professionals take part in an on-going process of assessment, planning and review that recognises each student’s strengths as well as areas for improvement. A rigorous tracking system is in place to identify students who are not making the required level of progress. Strategies which are used to enable access for all students to the curriculum are:

• Differentiation of the curriculum to match tasks to ability

• Support for communication

• Ensuring tasks are differentiated according to student need as laid out in the student’s individual learning plan -ILP.

• Have full knowledge of students Education, Health and Care Plans

• Using a range of social monitoring strategies such as Thrive to track social and emotional progress.

• Use of a range of teaching styles which recognise the individual learning styles of the student in the class

• Use of Learning Support Assistants to provide additional support within literacy and numeracy lessons

• Small withdrawal group and 1:1 teaching

• Accessibility to resources

• Alternative means of accessing the curriculum through ICT, and use of specialist equipment

• Use of positive behaviour modification strategies within the classroom and as part of the whole school Behaviour Policy

• Access to the social life of the school

• Access to the school’s Thrive team

• In-Service training for all staff on the needs of students with SEN

**5. Access to Information**

Information about the school and its various activities can be provided in a range of formats, on request, for pupils and prospective pupils who may have problems accessing it in written form, e.g. by reading aloud, overhead projections and use of symbols, signing, photographs, diagrams and pictures.

Information about the school is available to all on the school’s own website.

**6. Identification and Assessment**

All students who attend Wessex Lodge School School have SEN. Their needs are assessed on admission and on an on-going basis as detailed in the school’s assessment policy. All students are designated with an EHC plan (Education and Health Care plan).

**7. Liaison within the School**

The SENDCo shares information about pupils with SEND with:

• Class Teachers and Teaching Assistants and other support staff as appropriate

• The Senior Leadership Team

• Subject Leaders and Subject Teachers

• The member of staff responsible for Safeguarding issues

**8. INSET Arrangements**

Within school there is an on-going programme of INSET training for all members of staff.

The SENDCo regularly attends courses on SEN issues. They also attend school INSET sessions about other areas of the curriculum so that they are aware of current practices in these areas and any future developments which may affect students with SEN.

Staff twilight and INSET sessions are planned by SLT to best compliment and support the specific needs of students within our school. This is then delivered by the SENDCo, E.P service, other specialists within school (e.g: Thrive practitioner/Autism specialist) or other appropriate outside agencies.

**9. Partnership with Parents and Carers**

Parents/carers of students are kept fully informed of the provision that is being made for their children. Parents/carers are invited to review progress towards their student’s targets at the parental meetings as required (e.g: ILP reviews/structured conversations) but primarily at annual review meetings.

**10. Monitoring the Success of the SEN Policy**

Evidence of the effectiveness of this policy on progress in learning or improvements in behaviour for students with SEN will be shown by:

• On-going Teacher and Teaching Assistant observations of the student in the daily classroom setting

• Differentiated short-term planning by the Class Teacher to meet the student’s needs

• Records and evidence of the Student’s work showing progress towards curriculum objectives

• Evidence of progress towards targets at student ILP reviews.

• Social and emotional monitoring tools such as Thrive.

• More age-appropriate scores on standardised testing

• Records and evidence of the student’s progress towards improving behaviour

• Discussion at an appropriate level with the student about their progress

• Discussion with parents about the student’s progress

• Discussion with outside agencies about the student’s progress

• Successful requests for additional funding at EHC plan level

**11. Evaluating the Success of the SEN Policy**

The success of the policy will result in the needs of all students with SEN being met by:

• Having the systems in place to identify students with SEN as early as possible

• Making use of good practice in planning for, teaching and assessing students with SEN

• Regularly reviewing of the student’s progress against targets set from statements and education and care plans.

• Providing additional intervention if progress is not adequate

• Considering the wishes of the student at an appropriate level

• Having a positive and effective partnership with parents/carers

• Encouraging a multi-disciplinary approach whenever possible

**12. Equality Impact Statement**

All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to diversity in race, faith, age, gender, disability and sexual orientation. If you, or any other groups, believe you are disadvantaged by this policy please contact the Regional Director. Acorn Education and Care will then actively respond to the enquiry.

This policy is written by Nigel Troop Date: 01/09/2025

Signed:

This policy is quality assured by Ben Coombes, Head Teacher.

Signed:    
 Date: 01/09/2025