



## Warden Park

'The Best From All'

### Arrangements made at Warden Park Secondary Academy to support children and young people with Special Educational Needs or disabilities

<b>How does Warden Park school know if young people need extra help?</b>	<p>The school has a process of continual assessment whereby students' progress is monitored.</p> <p>There are a number of routes taken in the identification and assessment of Special Educational Needs, as defined by the Code of Practice 2014.</p> <ul style="list-style-type: none"><li>• Special educational needs are formally recognised through the EHCP before the joining the school.</li><li>• At transition, information on young people receiving additional support is passed to the SENDCo.</li><li>• Subject teachers use observation and assessment and the 'graduated approach' to identify students who are not making expected progress. Using the 'Assess, Plan, Do, Review' process and working with the SENDCo to identify students who may need further support.</li><li>• Half termly data drops are analysed to identify students who might be struggling.</li><li>• Where appropriate advice is obtained from external specialists such as the Educational Psychology Service, Speech and Language Therapy, Sensory Support service, Occupational Therapists</li></ul>
<b>What should I do if I think my child may have special educational needs?</b>	<p>We aim to provide quality provision to support all students in the classroom through Quality First Teaching.</p> <p>If a parent/carer is concerned about their child's academic progress, they can talk to the subject teacher, tutor, named teacher or SENDCo.</p> <p>At the meeting, a structured conversation will take place and a record of the meeting will be retained on file. The student may be assessed and monitored over a period of time and a plan will be put in place to support the student. This will be reviewed and next steps will be decided in conjunction with parent/carers, and relevant professionals.</p> <p>The support provided ranges from in class support, small group literacy and numeracy lessons, 1-1 support, specialist support according to the level of need.</p>
<b>How will Warden Park</b>	Every student will be supported according to their need. Following a

<p><b>staff support my child?</b></p>	<p>diagnostic assessment by the SENDCo or Assistant SENDCo and information from subject teachers, a programme of support would be planned and implemented. An individual plan of support (Passport) will be drawn up to show strategies and resources that will enable the student to access the curriculum within the classroom. Teachers' planning will show differentiation for individual students. High level support and/or specific literacy intervention, if appropriate, would be provided in a small group, 1-1 or in the classroom setting. Teachers and teaching assistants would work with all students to promote learning. High impact Intervention programmes are delivered in Additional Learning by trained teachers and Teaching Assistants. Progress in the areas of difficulty will be monitored and tracked and further interventions implemented as appropriate. Referrals to external specialists might be made. Termly meetings with Parents will be held to inform them of their child's progress and discuss the next steps. Recommendations will be given on how parents can help their child at home.</p> <p>A Deputy Head teacher is responsible for the line management of the SEND/Additional Learning Team. Together with his pastoral responsibility, he ensures provision is delivered in accordance with the SEND Code of Practice and the school's Inclusion Policy.</p> <p>The Academy has a Director who is involved in overseeing the SEND Policy and the needs of the students in the Academy. The SENDCo reports annually to the Directors on the effectiveness of the provision for SEND, staffing and the progress of the students for whom funding is allocated.</p>
<p><b>How will the curriculum be matched to my child's needs?</b></p>	<p>Warden Park Secondary Academy aims to be an inclusive school recognising that all students are unique and have different needs. All learners entitled to education in a mainstream environment or within our special support centre have equal opportunity and access to a curriculum and a learning environment appropriate to their needs. The curriculum will be broad, balanced and modified to match students' abilities. Subject teachers know the students in their class well and differentiate teaching and learning to meet the needs of all students in their classes. Differentiation might be by grouping, paired tasks, questioning, learning style, task, resources or outcome. This Quality First Teaching will enable your child to access the curriculum and develop a sound understanding in a range of subjects.</p> <p>Teaching Assistants are assigned to specific individuals or groups of students and collaborate with subject teachers in planning and delivering tasks that match the prior learning of the students in their class.</p>
<p><b>How will both you and</b></p>	<p>Targets are set for all students and strategies for teaching and learning</p>

<p><b>I know how my child is doing?</b></p>	<p>are recommended by the SENDCo and the Additional Learning team. Regular meetings take place for parents/carers with subject teachers and the SEND/Additional Learning team throughout the year for all students to review progress in meeting these targets. Termly data is monitored and tracked to ensure that students are making appropriate progress. Where progress has not been made an intervention might be implemented.</p> <p>Parents/carers will be invited to speak with a member of the SEND/Additional learning team each term, to review the progress of students receiving additional support (students with EHCPs and those receiving SEND Support)</p> <p>If concerned at any time, parents can contact subject teachers, SENDCo and the Additional Learning team for an appointment.</p>
<p><b>How will you help me to support my child's learning?</b></p>	<p>Parents are invited to workshops and information afternoons to help them assist their child in specific areas such as maths, reading, spelling and exam access arrangements.</p>
<p><b>What support will there be for my child's overall well-being?</b></p>	<p>Every student will have a tutor and belong to a tutor group. Every student with an EHCP will have a named teacher who is a key person for your child.</p> <p>In addition, the Pastoral Team, Pastoral Support Officers and Teaching Assistants know the students very well.</p> <p>The school has a well-equipped medical room with qualified nursing staff. The school has a number of staff trained in First Aid and in Epipen use. There is also a policy for the safe administration of medicines.</p> <p>The Academy employs Pastoral Support Officers for each year group to work with students who might experience difficulties which are impacting on their academic progress.</p> <p>For more vulnerable students there is an opportunity to participate in 'Forest Schools'. The school also has a therapy dog.</p> <p>On admission to the Academy, every child is placed in a mixed ability tutor group with their chosen friendship group. Each tutor group is part of a larger year group structure which has a Head of Year, a Deputy Head of year and a dedicated pastoral support officer. This ensures each child's social, emotional and learning needs will be addressed.</p> <p>The school also has access to a school counsellor.</p>
<p><b>What specialist services and expertise are available at or accessed by Warden Park school?</b></p>	<p>The SENDCo, Pastoral teams signposts parents/ carers to the most appropriate agency to support the young person. Subject to waiting lists, the following services can be accessed:- Speech and Language therapist, Educational Psychologist, Social communication Team, Sensory Support Team, Parent Partnership, The SEND Hub.</p>

	<p>The Additional Learning area is a suite of 2 classrooms, 4 small rooms and 2 offices for the teaching and support of students with SEND/AEN. The Academy provides a Special Support Centre. Students with SSC provision are catered for alongside other students with EHCP's. The students with SSC provision are those assessed as having severe specific learning difficulties, speech and language needs and additional learning needs. The Special Support Centre is funded by the Local Authority for 18 students. Each year, on average 3 students are allocated places in the SSC by the Local Authority. The students are fully integrated into school life; learning and participating in mainstream lessons with support but also receiving additional intervention in Additional Learning with specialist staff, to enable them achieve success.</p>
<p><b>What training are the staff supporting the young people with SEND having or have had?</b></p>	<p>Warden Park Secondary Academy is committed to the continuous professional development of its teachers and specialist teachers. The Academy also provides regular in service training relating to all aspects of teaching and learning, including SEND, to all staff.</p> <p>All staff recognises the value of 'Quality First' Inclusive teaching which minimises barriers to learning for all students. All staff make their best endeavours to support students learning through 'Quality First Teaching'.</p> <p>Training for the SEND team includes dyslexia awareness, Autism Awareness, Speech and Language, Attachment Disorder use of assistive technology, Supporting effectively in the classroom, exam access arrangements, differentiation, Intervention programmes and IPADs in the classroom.</p> <p>Several Teaching Assistants hold NVQ qualifications in supporting Teaching and Learning. Other teaching assistants hold HLTA status or have received training in working with Dyslexic students.</p> <p>One teacher holds a qualification in Examination Access Arrangements.</p>
<p><b>How will my child be included in activities outside the classroom including school trips?</b></p>	<p>All students are encouraged and enabled to participate in all activities outside the classroom and on school trips. Teaching Assistants will accompany groups where there are students with specific sensory or physical needs. Parental/carers' advice is sought where necessary to ensure the safety and well-being of any young person with particular needs.</p> <p>Trained first aiders accompany groups on trips out of school. Risk assessments are carried out by the leaders of the trips.</p>
<p><b>How accessible is the environment at Warden Park Secondary Academy?</b></p>	<p>The Academy has an Accessibility Policy which is fully compliant with current legislation. This policy can be found on the Academy's website.</p>

<p><b>How will Warden Park Secondary Academy prepare and support my child to:</b></p> <ul style="list-style-type: none"> <li>• <b>Join the school?</b></li>   <li>• <b>Transfer to a new school/college?</b></li>   <li>• <b>Transfer to the next stage of education and life?</b></li> </ul>	<p>During the Spring Term the Transition Mentor visits the year 6s in their primary schools and meets the children. She provides information about Warden Park Academy and also collects information about abilities, strengths and social, emotional and learning needs of the children joining the school in September in order to set up mixed ability teaching classes and friendship led tutor groups.</p> <p>The SENDCo Team also meet the children on the SEND register in their primary schools with their SENDCo and parents.</p> <p>Pre visits to Warden Park are arranged for June and July, if required. Year 6 children have the opportunity to familiarise themselves with the whole Warden Park Site, meet the SEND staff and take photographs.</p> <p>Transition Days for all Year 6 students are held in July followed by a Year 6 Parents Evening. Some students can attend an additional transition Forest Schools session.</p> <p>If a student with Special Educational Needs transfers to a new school, discussions take place between the SENDCos and/or Pastoral leaders and recommendations are made for additional support. Paperwork is transferred and further assessment would be carried out. It is advisable, in some cases, for a period of transition to take place before a place is offered permanently.</p> <p>From Year 9 students with EHCPs and those receiving additional support meet with a member of the Careers Service to plan for the stage after leaving Warden Park.</p> <p>Together the SEND Team and the Students Futures Manager will send a report and relevant documentation to the College advising on learning needs and making recommendations for support. Liaison between the Additional Learning team and the F.E colleges is important for our students.</p>
<p><b>How are Warden Park's resources allocated and matched to young people's special educational needs?</b></p>	<p>The Budget is made available to the Academy from central government and the local authority. Staffing and resources are provided and allocated according to needs, particularly where students require specialist equipment, additional adult support and intervention programmes.</p> <p>Whilst there is a finite budget, the Leadership Team, for the Academy, will consider needs as a priority, determining how best an individual can be supported, taking into account the finance available.</p>
<p><b>How is the decision</b></p>	<p>Following diagnostic assessment, a discussion between a parent/carer,</p>

<p><b>made about what type and how much support my child will receive?</b></p>	<p>their child and the SENDCo takes place to agree how best ways to support their child.</p> <p>Each term, teachers discuss student progress with the student and their parents/carers. Provision, which includes support in class, small group teaching and 1 to 1 is evaluated and adaptations to provision are made if required.</p> <p>The impact of each intervention is measured and reported regularly to ensure that the student is making progress.</p> <p>External agency advice, is sought when agreed it is appropriate.</p>
<p><b>How are parents involved in Warden Park school? How can I be involved?</b></p>	<p>Warden Park Academy holds regular information evenings, Parent Consultation evenings, music and drama productions and Friends of Warden Park fund raising events.</p> <p>Parent teas, an opportunity to meet other parents and chat to the SEND team take place once each term. Specific information sessions on aspects of school life are also offered on request.</p> <p>The Additional Learning team offer a weekly parent consultation surgery from 3.30-4.30 pm on Thursday afternoons. Appointments can be made with individual learning support teachers by emailing the Additional Learning Admin Manager Mrs Martin at <a href="mailto:smartin48@wardenpark.co.uk">smartin48@wardenpark.co.uk</a>.</p>
<p><b>Who can I contact for further information?</b></p>	<p>For further information regarding your child's special educational needs you could contact:-</p> <p>Mr Kenrick, Headteacher  Mr Chisholm, Deputy Headteacher Line manager for SEN  Ms Wendy Griggs, SENDCo/Teacher i/c SSC  Ms Mandy Bell, Assistant SENDCo  your child's tutor or named teacher.</p> <p>If you would like to make an appointment to meet with a member of staff from the Additional Learning Team please contact our Additional Learning Admin manager Mrs S Martin on: <a href="mailto:smartin48@wardenpark.co.uk">smartin48@wardenpark.co.uk</a> or 01444 457881 ext: 280</p> <p>If it is a subject matter you can also the curriculum leader concerned.  If it is a pastoral matter you can also contact the tutor or Head of Year.  The Parent Partnership Service offer impartial advice on SEND matters.</p>

For more information please see West Sussex' Local Offer: <https://westsussex.local-offer.org/>