

Oriel High School: Special Educational Needs and Disability (SEND) Policy

Date Amended: September 2026

Date of Ratification: 01.10.26

Next Review Date: September 2027

Principles

The provision and delivery of a broad based, balanced curriculum to students with special educational needs and disability (SEND) is the responsibility of all teachers at Oriel High School, with the advice and support of specialist staff from the SEND department.

We aim for every student to make progress, whatever their needs or abilities. We recognise that any student may need additional, special or different provision at some time during their school life to help them fulfil their potential.

We recognise the definition of special educational needs as set out in the Children and Families Act 2014.

a. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they;

- i. have a significantly greater difficulty in learning than the majority of others of the same age; or
- ii. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

b. Children must not be regarded as having a learning difficulty solely because their first/ home language is different from the language in which they will be taught.
section 20: Children and Families Act 2014.

The school operates within the framework of West Sussex County Council SEN and Inclusion Policy, Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015), Equality Act 2010, Disabilities Act (2014), Children and Families Act (2014) and Schools SEN information Report Regulations (2014).

The school recognises the need to work in partnership with students, their parent and carers, taking their views into account. We work closely with other agencies and services in education, health and social care, as well as those within voluntary and community sectors. The West Sussex SEND Local Offer provides information about services at <https://westsussex.local-offer.org/>

Aims

- All students in the school are encouraged, valued and accepted equally, regardless of their attainment, ability and behaviour.
- All students are entitled to access a broad, balanced and relevant curriculum which is differentiated to meet individual needs and which enables all students to reach their potential through both the National Curriculum and the wider curriculum of school life.

- All parents/guardians/carers have a valuable contribution to make towards their child's development and learning.
- All students have a valuable contribution to make towards their own learning.
- Funding received by the school is targeted for identified students.

Objectives

In working to meet the individual needs of students, Oriel High School will:

1. identify at the earliest opportunity those students with SEND using information gathered from teachers, feeder schools prior to transition, from health and social care services, from parents/carers and the students themselves,
2. continuously monitor the progress of all students, to support identification of those with SEND,
3. in accordance with a graduated response, ensure that all students, including those on SEND School Support and those with Education and Health Care Plans (EHCP) have full access to the curriculum. SEND provision will be overseen and monitored by the Director of Learning SEND to ensure that individual provision and support remains appropriate and students' needs are met,
4. work together with parents / carers at every stage of their child's education to gain the most complete understanding of their child's needs. Parents / carers will be provided with information on SEND processes and provision, be included in Annual Reviews of Education and Health Care Plans (EHCP), and have access to regular reporting of their child's SEND provision and progress,
5. promote an ethos and create an environment in which students feel able to share their views about their learning needs, are listened to and their views acted upon,
6. make referral to and work in cooperation with other agencies when further advice and / or expertise is required to meet a students' needs,
7. monitor and review staff training needs in SEND/additional needs and provide an ongoing training programme for all teachers and staff work that responds to identified continuous professional development (CPD) needs. Staff development needs are reflected in the School Development Plan (SDP).

Responsibility of Governing Body

The Governors, led by the link Governor for Special Educational Needs and Disabilities will ensure that:

- A policy for SEND is published and reviewed in accordance with SEND Code of Practice 2014 and that a Governors' Annual Report includes information on the SEND policy in practice.
- Through liaison with Director of Learning for SEND (DoL SEND), teachers understand the importance of identifying students with SEND at the earliest opportunity, their responsibility to deliver quality first teaching (QFT) for all students, including those with SEND, and to make appropriate, effective and efficient use of resources.

School organisation SEND

SEND provision is overseen by the Director of Learning (DoL SEND) **Amy Osborne**, who works in parallel with the Director of Learning of Special Support Centre (DoL SSC) **Vicky Fielder**; DoL SEND maintains the register of identified students. DoL SEND and DoL SSC are line managed by Deputy Head Teacher, **Mark Harrison**.

Responsibility of Director of Learning (DoL) SEND

The DoL (SEND) is responsible for the following -

1. monitoring and maintaining day to day oversight of the school's SEND provision, and reporting annually to the Governing Body on the SEND policy and practice,
2. maintaining a register of students with SEND,

3. working closely with the Head Teacher, the Senior Leadership Team, DoL SSC, Pastoral Leaders and other staff to co-ordinate and record provision for SEND students,
4. working with the parents/carers of students with SEND to gain their views, share information and develop understanding of their child's SEND, in order to make appropriate provision to meet their needs,
5. liaising with outside agencies to gain more specialist advice and support for students with SEND where school resources and expertise are insufficient,
6. Liaising with Safeguarding Leads and Pastoral staff in school, as well as agencies outside the school with responsibility for child protection, attendance and family support needs, where these issues impact on students with SEND,
7. managing and deploying the Learning Associate (LA) team employed to work in classrooms or with individuals or groups of students with SEND,
8. contributing to the monitoring of staff training needs in SEND and to the ongoing training programme for all teachers and support staff on SEND topics.

Responsibility of Subject Teachers

Subject teachers are responsible for the following:

1. planning and delivering high quality first teaching, differentiated where necessary, to enable all students in their classes, including students with SEND, to access their learning and make progress,
2. monitoring the progress of all students, and where students do not make expected progress, for working with subject leaders and SEND team to contribute to further assessment of possible learning need,
3. using a student's Student Profile to inform planning and delivery of teaching for the student.

Where SEND concerns are identified the school uses a graduated approach, following an Assess, Plan, Do, Review cycle to identify learning strengths and weaknesses, plan and deliver appropriate intervention, and review progress against identified outcomes.

Special Support Centre (SSC)

Oriel High School has a **Special Support Centre (SSC)** as a part of the school provision. The SSC is funded for 20 places and is an integral part of the school, with smaller classrooms equipped for small group teaching, paired or individual coaching and independent study. Students registered to the SSC have an EHCP and access up to 6 lessons a fortnight of targeted literacy, numeracy, study support or other areas of focus within their individual EHCP. SSC rooms may also be used by visiting professionals, e.g. educational or clinical psychologists, advisory teachers, speech and language therapists, physiotherapists and occupational therapists, when working with students. Admission criteria and arrangements for all students with SEND, including candidates for SSC, are managed by and in accordance with West Sussex County Council policy. (see School Admissions Policy).

In addition, the SSC and SEND Department also provide:

- an advice and resource base for subject teachers,
- a resource centre for SEN materials and equipment,
- a workspace for producing modified materials – e.g enlarged text materials.

Pastoral Provision

Pastoral provision for students is made through the four Learning Communities, and all students are assigned to a Learning Community on entry. Each Learning Community has a team of staff who can act as mentors for the students as well as a Pastoral Co-ordinator and Pastoral Leaders. Each Learning Community is led by a Head of Learning Community and Deputy Head of Learning Community.

Involvement of Parents/Carers

Oriel High School values its partnership with parents and there are opportunities throughout the year to meet with staff, build relationships and share information. Parents/carers are kept up to date with their child's progress through:

- formal, planned parent's evening and events,
- parent portal to Go4Schools, an on-line package that allows parents to access their child's timetable, attendance, behaviour and assessment data,
- informal meetings and correspondence with Mentors, teachers and / or Pastoral staff,
- Annual Review meetings for students with EHCP or statement.

When a concern is first raised in school it is shared with the parents/ carers of the student. Concerns expressed by parent/carers are respected and taken into account when supporting their child.

Parents/carers are consulted on referrals to external agencies and are invited to attend meetings in school with other agencies regarding their child. If an assessment or referral suggests that a student has additional learning needs the parents/carers and the student will be consulted about any changes to provision.

Information on local services and support for SEND is available on West Sussex Local Offer <https://westsussex.local-offer.org/>

Independent SEND advice for parent/carers can be accessed from West Sussex SEND Information and Advice Service (SENDIAS) at https://westsussex.local-offer.org/information_pages/423-information-advice-and-support-service-sendias-homepage

Identification and Assessment of Students with SEN

Transition

Before transferring into Year 7, students identified by their primary school as having SEND are visited by learning or pastoral support staff, to enable planning for transition and any educational provision. If pupils identified as having special educational needs by primary school do not meet the criteria for School Support and SEND register at Oriel High School, parents will be informed. Primary school SENDCOs may invite a representative of Oriel High School to the transition Annual Review of students with EHCPs, and we will attend whenever possible.

Year 7 students are screened on entry for cognition, reading, spelling, literacy and numeracy, to assist in identification of strengths and areas for development, as well as planned interventions.

Graduated Approach – Assess, Plan, Do Review

Quality First Teaching

All subject teachers are responsible for monitoring the attainment and progress of students in their classes. Any student falling significantly below the range of expected achievement will be monitored for possible SEND.

- Subject teachers will make adjustments to their teaching and provide differentiated learning opportunities,
- if the student continues to fall behind expected rate of progress a subject teacher will seek advice from other members of the faculty team before the SEND team. Mentors and pastoral staff may seek advice from the SEND team,
- when seeking advice of the SEND team the member of staff referring will have gathered and recorded information from the student's other teachers about observed strengths and needs, the adjustments to teaching that have been made, any information from parents and the student's own views of their learning.

SEND School Support

Following a request for advice from the SEND team the DoL SEND or specialist staff within the team may make observations, meet with the student and/or carry out assessments to help identify particular areas of difficulty. Parents will be consulted and give permission for any additional assessment. The outcome of any assessment will be shared with parents, student and staff.

If a potential special educational need is identified, further support is provided according to need and may take the form of:

- **additional differentiation** by subject teacher,
- **targeted intervention** on a 1:1 or small group basis to enable the teaching of specific skills by specialist teachers or Learning Associates,
- **in-class support** by Learning Associates for targeted groups of students. Remaining in class enables students who are experiencing difficulties to have the benefit of subject specialist teachers and support from peers and specialist equipment, alongside further differentiation of the curriculum,
- **a combination** of both in-class support and targeted intervention,
- **assistance with curriculum access** through use of laptop or reading pen,
- **pastoral support** by members of Learning Community teams.

At this stage, the student will be registered as **School Support**. A Student Profile will be created and shared with parents/carers and the student and circulated electronically to all staff. The profile is freely accessible to all staff working with the student through the intranet and sets out:

- the student's identified need and strengths
- important information to know about the student
- assessment information
- areas for development
- strategies to be employed by those working with the student
- targets which apply across the curriculum, relating to the student's particular area(s) of difficulty which are in addition to his/her personal targets for each subject
- details of any Access Arrangements for public examinations, if appropriate.

If, after a period of intervention and additional support, a student makes adequate progress they will be stepped down from School Support, removed from the SEND register and returned to support through quality first classroom teaching. Parents will be informed.

If a student continues to make little or no progress despite additional support, and following discussion with parents/carers and the student, the school will consider involving specialists from outside agencies. Recommendations from such specialists will be incorporated into the Student Profile.

The majority of students with SEND will have their needs met by provision at School Support. However, for students with the highest levels of need, where little or no progress is made in spite of sustained intervention and support, an assessment for an Education and Healthcare Plan (EHCP) may be requested by a student's parents/carers, by the school, or by the student (if aged over 16 years). A request for statutory assessment for EHCP is a formal process governed by strict criteria. Details of the process and the criteria which must be met before the Local Authority will consider making such an assessment are available on West Sussex County Local Offer.

https://westsussex.local-offer.org/information_pages/26

An online checklist to help understand if a statutory assessment for EHCP might be appropriate is available at

<https://www.westsussex.gov.uk/education-children-and-families/special-educational-needs-and-disability-send/what-happens-if-you-think-your-child-has-send/education-health-and-care-needs-assessment-checklist/>

If a student receives an EHCP, the Student Profile will be updated to reflect objectives and targets detailed in the Plan. Progress and objectives detailed in EHCPs will be reviewed annually with parents/carers and student at the Annual Review, in accordance with statutory guidance. Any outside agency involved with the student will also be invited to be part of the review.

Access Arrangements

When a student is identified as having a particular difficulty which affects their ability to demonstrate their knowledge and understanding in public examinations, specialist staff in the SEND team may carry out assessments approved by Examination Boards. Results of these assessments, where supported by

sufficient evidence from teaching staff and / or suitably qualified health professionals, may enable the student to be granted Access Arrangements. Access arrangement criteria are set annually by examination boards. Specialist SEND staff work with Oriel's Examinations Officer to ensure that suitable arrangements are made where specific criteria are met.

Links with Other Agencies and Voluntary Organisations

As part of a graduated response Oriel High School seeks advice and support from external agencies in identifying and making provision for SEND. The school employs its own Educational Psychologist, Speech and Language Therapist and Counsellor, and works with other agencies including:

- West Sussex Educational Psychology Service
- West Sussex Autism and Social Communication Team
- West Sussex Learning and Behaviour Team
- West Sussex Speech and Language Service
- Child and Adolescent Mental Health Service (CAMHS)
- School Nurse Service
- Occupational Therapy Service
- Paediatric Physiotherapy Service
- West Sussex Sensory Support Service
- Child Development Clinic
- West Sussex Social Care

as well as other appropriate health, social care or support services in voluntary sector. Parents/carers are invited to and informed of meetings with other agencies regarding their child, unless there are over-riding safeguarding issues.

Links are maintained with feeder primary schools, other secondary schools and FE colleges. Oriel High School is part of the Crawley East Locality; SEND staff regularly attend meetings with their locality group to share information and practice, and for staff training. This helps to ensure that students' transitions from Year 6 to Year 7 are as smooth as possible.

Staff Training (CPD)

Oriel High School recognises the need to develop the understanding and skills of *all* staff in SEND issues. The DoL SEND, and the senior leadership team, regularly review staff CPD requirements and ensure that training opportunities are matched to school development priorities and the needs of identified cohorts of students.

The DoL SEND and DoL SSC attend relevant SEND courses and meetings and facilitate or signpost appropriate SEND information to all staff. Up-to-date information on particular SEND topics is made available to staff through the intranet.

The DoL SEND maintains the required qualification to carry out assessments for Access Arrangements.