



GREAT WALSTEAD
SCHOOL

**Special Educational Needs
& Disabilities Policy**

Last Revision Date	July 2025
This policy is Reviewed by	The Head of Learning Enhancement
Group	Academic
ISI Reference	
Next Review Date	July 2026

Tick which category this document refers to:

ISI requirement to be made available	<input checked="" type="checkbox"/>
ISI requirement to be on website	<input type="checkbox"/>
Internal staff only	<input type="checkbox"/>
Internal students only	<input type="checkbox"/>
Internal staff and students	<input type="checkbox"/>
Statutory requirement to have on website (non ISI)	<input type="checkbox"/>

Key Contacts:

Designated Safeguarding Lead (DSL):	Will Fuller
Safeguarding Lead EYFS, Safeguarding lead PrePrep and the Keep Deputy Designated Safeguard Lead:	Penny Lindfield Emily Burgess Charlie Lee
Lead Governor for Child Protection:	David Foster
West Sussex Children's Services - Integrated front door (IFD):	Tel: 01273 290 400 (Out of Hours – 01273 335905) WSChildrenServices@westsussex.gov.uk
Local Authority Designated Officer (LADO):	0330 222 6450 (Please refer to IFD first)



Special Educational Needs & Disabilities Policy

Introduction

Great Walstead School maintains a strong academic and supportive Christian tradition in preparing children for the demands of the Year 8 Exams, which are akin to the 13+ Common Entrance Exams. The School welcomes children who have the ability and aptitude to access the academic curriculum, including those with Special Educational Needs & Disabilities (SEND) and learning difficulties, provided that the School can reasonably make available the help and support required.

The Special Educational Needs and Disability (SEND) Code of Practice 2015 Definition of Special Educational Need

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

The Learning Enhancement Department

The Learning Enhancement Department is staffed by qualified specialists who, at an additional cost, are able to offer supplementary support for pupils with mild specific learning difficulties in areas such as dyslexia and dyspraxia.

Special Educational Provision: A Graduated Response

The School recognises that special educational provision is underpinned by high quality, adaptive and responsive class-based teaching and regards all teachers as teachers of SEND. Slow progress and low attainment do not necessarily mean a child has SEND. The School recognises that attainment in line with chronological age does not mean that there is no learning difficulty or disability and appreciate that some learning difficulties and disabilities occur across the range of cognitive abilities. For these reasons, a graduated response is taken for a child experiencing barriers to learning, comprising:

- **Wave 1 Support**
Teachers focus on tailoring instruction, activities and the learning environment to meet a child's individual needs within the classroom.
- **Wave 2 Support**
Children receive group interventions or mentoring support delivered by internal staff.
- **Wave 3 Support**
Children receive specialist 1:1 teaching support through the Learning Enhancement Department and / or are eligible for exam access arrangements, as specified by an external specialist.



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There are no special educational needs classes at the School.

Recording of SEND

The school keeps a record of pupils who have been identified as having SEND, the broad area of need and the provision made for such pupils; this information is recorded on the school's data management system.

English as an Additional Language

In order to manage the academic and social demands of Great Walstead, the School may recommend that some children, whose first language is not English, receive tuition at parents' expense, in English as an additional language. A lack of progress and difficulties related solely to limitations in English as an additional language are not regarded as SEND.

The Role of the SENDCO

The Head of Learning Enhancement has a lead SEND role as Great Walstead's SEND Co-ordinator (SENDCO). Working closely with the Leadership Team, Management Team and Learning Enhancement staff the Head of Learning Enhancement plays a key role in determining the strategic development of the SEND policy and the individual needs of pupils with SEND. The Head of Learning Enhancement will liaise closely with the pupil's teaching and learning support staff, family and, where appropriate, with the School's medical staff and external agencies.

Partnership with Parents

The School's hope is that parents will feel able to share concerns regarding their child with staff in order that a healthy partnership for the care of their child can be developed. In the Learning Enhancement department parents, the child and teacher meet and work together to plan and review a child's Individual Educational Plan (IEP) and curriculum adjustments.

Partnership with Outside Agencies

The School works closely with a number of psychologists, speech & language, and occupational therapists who are able to offer advice and assessment for those children requiring further investigation. The School may also liaise with other outside agencies, for example: Social Services, Local Educational Authorities and National Health Services. In working with outside agencies, the School aims to work in partnership with a child's parents.

If there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm it will be addressed as a child protection and safeguarding concern under The School's safeguarding policy and procedures.



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Complaints

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the Head of Learning Enhancement, who will try to resolve the situation. If the issue cannot be resolved, the parent can submit a formal complaint to the Headmaster in writing (or any other accessible format). The Headmaster will in turn follow the School's Complaints Policy. This policy is available, on request, from the School Office. Additionally, all parents of children with SEN or disabilities have the legal right to seek redress from the First Tier Tribunal (Special Educational Needs and Disability) if they believe that their son or daughter has been discriminated against.

Charging Policy

Whether or not it is appropriate to levy any further fees for additional support for individual pupils will be considered on a case-by-case basis, according to what is reasonable.

Implementation and Evaluation of the Special Educational Needs and Disabilities Policy

The Governors, in co-operation with the Headmaster, are responsible for policy determination, establishment of appropriate staffing and monitoring the work of the Head of Learning Enhancement. The Headmaster is responsible for day-to-day management and keeping the Governors informed. The Head of Learning Enhancement is responsible for the day-to-day operation of the SEND policy and co-ordination of specific provision to support children with SEND. See Appendix 1 for further details of roles and responsibilities for implementing SEND Policy. Monitoring of support and adaptive and responsive provision is by the School's leadership and management team, through the professional development and appraisal cycle.

Each year, the School analyses children's progress data to help plan support provision. The Governors and leadership team also review the SEND Policy each year unless an earlier review is required.

Appendix 1

Roles and Responsibilities for Implementing SEND Policy

The assigned responsibilities to meet the needs of children who experience barriers to their learning are:

Class and Subject Teachers are responsible for:

- Being aware of a SEND pupil's individual needs
- Ensuring they have the appropriate knowledge regarding the range of barriers to learning
- Implementing appropriate strategies in their teaching environment to positively remove learning barriers
- Planning and referring to, where appropriate, advice from the Learning Enhancement department on supporting pupils' learning and participation
- Making regular assessments and tracking the progress of all children including those with SEND
- Identifying pupils making less than expected progress given their age and individual circumstances.
- Implementing and monitoring, in response to less than expected progress, high quality teaching targeted at a child's area of need
- Referring continued less than expected progress to the Learning Enhancement department, and working with the teachers to assess whether the child has SEND
- Working positively with teaching assistants and specialist staff to plan and assess the impact of interventions.

The Head of Learning Enhancement is responsible for:

- Working with the Headmaster and Governors to ensure that the School meets its responsibilities with regard to reasonable adjustments and access arrangements
- Professional guidance to colleagues
- Advising on the graduated approach to SEND support in the School
- Being a key point of contact with external agencies
- Ensuring the School keeps the records of pupils with SEND up to date
- Liaison with staff, parents, professionals and other agencies to provide children with SEND appropriate support and high-quality teaching
- Co-ordination of Learning Enhancement referrals and provision for children in Years 4 to 8

The Years 1 – 3 Learning Enhancement Co-ordinator is responsible for:

- Co-ordination of Learning Enhancement referrals and provision for children in Years 1 to 3

The Pre- School Coordinator is responsible for:

- Co-ordination of Learning Enhancement referrals and provision for children in Pre-school and Reception



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Leadership Team and Heads of Sections are responsible for:

- Supporting class and subject teachers in making regular assessments and tracking progress of all children including those with SEND
- Regularly reviewing the quality of teaching for all children including those at risk of underachievement