

Policy / Procedure Cover Sheet

Policy/Procedure	Special educational needs and disability (SEND) Policy		
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OP/03	Anti-bullying Policy	S/02	E-Safety
OP/16	PSHE	HS/04	Medical Needs
S/01	Child Protection and Safeguarding	OP/13	Equality and Diversity
OP/10	Curriculum Policy	OP/14	Equal Opportunities
OP/15	Educational Visits Policy	OP/09	Complaints

Special Educational Needs Policy

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1 Introduction

1.1 Definitions of Special Educational Needs (SEN) taken from Section 20 of the Children and Families Act 2014.

1.1 A child or young person has SEN 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:

a) have a significantly greater difficulty in learning than the majority of others of the same age; or

b) 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.

1.2 A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

1.3 The definition of disability, according to the Equality Act (2010), states that a child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

1.4 Children 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.

1.5 All staff at Watermelon Independent School teach students with SEND and aim to deliver 'quality first' teaching and learning experiences as set out in the Teachers' Standards. The school support follows a graduated approach designed to improve attainment and secure desired outcomes.

1.6 By SEND we mean a learning difficulty or a disability that prevents, hinders or inhibits a student from accessing our facilities and resources, limits progress or opportunities and constitutes a significant difficulty. Sensory and physical impairments, specific learning difficulties such as dyslexia and dyspraxia, conditions like diabetes, epilepsy, AD(H)D and some complex behavioural, emotional or social difficulties, Autistic Spectrum Conditions and mental health disorders are among the disabilities that might be classed as SEN/D if they have significant impact on the student's ability to make progress, achieve potential and take a full part in school life.

1.7 Special educational provision means interventions which are additional to or different from those made for other students. We escalate and involve experts as needed to ensure progress as part of a graduated response, in line with the SEND Code of Practice, and follow DfE guidance when reviewing progress, updating targets and managing special provision:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

1.8 The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in the West Midlands that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public

services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

2 Statement and vision

- 2.1 Watermelon Independent School serves to educate children with cognitive, specific and moderate learning difficulties, social, emotional and mental health disorders, and those with an autism spectrum disorder. Admission to the school depends upon a prospective pupil meeting the criteria required to enable the school to maintain the educational standards for all its pupils commensurate with the ethos to which the school aspires.
- 2.2 Our aim is to ensure that every pupil, with or without disability, has the chance of completing a happy and productive educational career and the chance of attaining both academic and personal success. Furthermore, we anticipate that our pupils will emerge as confident, well-educated and well-rounded adults with good prospects of enjoying a satisfying and independent life.
- 2.3 We take the time to get to know our children well – aided by small group Sizes, often 1:1. We endeavour to equip children with the skills they need to be successful in the outside world, whilst making them feel valued.
- 2.4 At Watermelon Independent School, we believe that:
 - i. all pupils should receive a broad, balanced and relevant curriculum to meet their special educational needs (SEN)
 - ii. with the right support, all children can achieve more than they ever thought possible
 - iii. all pupils can achieve personal and academic success
 - iv. all children with SEN require targeted support and guidance to ensure that they successfully access learning, activities and the wider opportunities made available to them
- 2.5 Watermelon Independent School will:
 - i. apply the school's obligation to make reasonable adjustments not to put any disabled pupil or potential pupil at a substantial disadvantage compared to any pupil who is not disadvantaged because of their disability
 - ii. plan for parents and visitors to the school who also might be wheelchair
- 2.6 Watermelon Independent School aims to produce happy, re-engaged young people who are equipped to confidently move forward in their lives.
It seeks to promote this through a personalised, student-led curriculum encompassing both academic and therapeutic support that embeds within it the school's core values.
- 2.7 The core values Watermelon Independent School seeks to promote in its students:
 - i. Community
 - ii. Courage
 - iii. Excellence
 - iv. Friendship
 - v. Resilience
 - vi. Responsibility

- vii. Respect
- viii. Ready

3 Aims and objectives

Aims:

- i. Provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice. Promote independence, equality and consideration for others;
- ii. Ensure that we celebrate the wide range of our students' achievement;
- iii. Support all students to excel by offering multiple pathways for progression;
- iv. Equip students with the skills and attributes necessary for adult life;

Objectives:

- i. Staff members seek to identify the needs of students with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services (and feeding schools) prior to the child's entry into the school. Where needs have not been previously identified staff have an obligation to report observations to the Headteacher and SENCO.
- ii. Monitor the progress of all students in order to aid the identification of students with SEN. Continuous monitoring of those students with SEN by their teachers will help to ensure that they are able to reach their full potential.
- iii. Make appropriate provision to overcome all barriers to learning and ensure students with SEN have full access to the National Curriculum. This will be co-ordinated by the Headteacher and SENCO and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students' needs are catered for.
- iv. Work with parents to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- v. Work with and in support of outside agencies when the students' needs cannot be met by the school alone.
- vi. Create a school environment where students can contribute to their own learning by offering all students the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all students at regular intervals.

4 Responsibility for the Coordination of SEN Provision

- 4.1 The Headteacher is responsible for overseeing the provision for children with SEN.
- 4.2 The SENCO is responsible for co-ordinating the day-to-day provision of education for students with SEN.

5 Arrangements for Coordinating SEN Provision

- 5.1 The SENCO will hold details of all SEN Support records such as the SEN Register, provision maps, strategy sheets and structured conversation minutes for individual students. All staff can access the following documents on the shared area:
 - i. Watermelon Independent SEN Policy

- ii. A copy of the full SEN Register
 - iii. Guidance on identification of SEN in the Code of Practice
 - iv. Information on individual pupils' special educational needs including student profiles, EHCPs, IEPs, and strategy sheets where applicable
 - v. Practical advice, teaching resources, and information about types of special educational needs and disabilities.
- 5.3 By accessing the above every staff member will have complete and up-to-date information about all students with special needs and their requirements; enabling them to provide for the individual needs of all students.
- 5.4 This policy is made accessible to all staff and parents/carers, in order to aid the effective coordination of the school's SEN provision.

6 Admission Arrangements

- 6.1 Please refer to the School's Admission Policy.

7 Allocation of Resources for Students with SEN

- 7.1 All students with an Education, Health and Care Plan will have funding from their Local Education Authority.
- 7.2 It is the responsibility of the Senior Leadership Team and Proprietors to agree how the allocation of resources are used.

8 Identification and assessing needs

- 8.1 Watermelon Independent School admits children with an EHCP who have had their needs identified by local commissioning authorities. Our admissions policy, and related procedures, ensures that every child is fully prepared for entering the school and that key documentation and information related to each child is collected and collated.
- 8.2 Diagnostic subject-specific baseline assessments on entry, along with assessments for reading and spelling, establish current educational attainment, whilst the Boxall Profile test reveals personal and social development needs. All data is collated and used to inform an individual education plan, specifying appropriate strategies and interventions to help maximise pupil progress and performance.
- 8.3 Any student who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will receive subject specific interventions.
- 8.4 The subject teacher will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- 8.5 The SENCO will be consulted as needed for support and advice and may wish to observe the student in class.

- 8.6 Through the above actions it can be determined which level of provision the student will need.
- 8.7 Parents/carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents/carers are encouraged to share information and queries with the school.

9 The Graduated

Response 9.1 Assess

In The SENCO will carry out a clear analysis of each student's needs. This should draw on all reports, subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents/carers. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental/carers concerns will be recorded and compared with the school's information and assessment data on how the student is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required.

Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

9.2 Plan

Planning will involve consultation between teachers, teaching assistants, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the student, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

The SENCO will ensure that teachers and staff working with each pupil are aware of their needs, via the compilation of an Individual Education Plan and Behaviour Management Plan, where required. Arrangements will be put in place to help meet need. The school will ensure that teachers monitor and review pupil progress regularly. IEPs are reviewed every half-term during a staff meeting. The school will contribute to the annual formal.

9.3 Do

Teaching staff remain responsible for working with the students on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the classes. They will work closely with support staff and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching.

Support with further assessment of the student's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

9.4 Review

Reviewing student progress will be made half- termly. The review process will evaluate the impact and quality of the support and interventions. The SENCO will revise the support in light of student progress and development; making any necessary amendments going forward, in consultation with parents/carers and staff.

10 Access to the Curriculum

10.1 Watermelon Independent School offers a broad and balanced curriculum designed to equip pupils with the knowledge, understanding and skills which will allow them to be successful in adult life. The curriculum is also designed to meet the needs, interests and aspirations of all pupils.

10.2 Providing a curriculum which enables pupils to become emotionally and socially literate is a fundamental part of our practice. Staff are committed in their desire to accelerate the emotional and social development of pupils. The social and emotional progress of pupils is assessed and monitored regularly with interventions provided where necessary.

10.3 The SENCO is responsible for:

- i. Keeping staff fully informed of the special educational needs of any students including sharing progress reports, medical reports and teacher feedback.
- ii. Providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. Ensuring staff members are kept up to date with teaching methods which will aid the progress of all students including those with SEN.
- iii. Ensuring that in-class provision and support are deployed effectively to ensure that the curriculum is adapted where necessary.
- iv. Setting appropriate individual targets that motivate students to do their best and celebrating achievements at all levels.

11. Teaching

11.1 As part of their professional standards, teachers hold responsibility and accountability for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff.

11.2 Teachers are also responsible for ensuring that schemes of work, lesson plans and teaching methods are differentiated and designed to meet the needs of all individual pupils.

12. Staff Training

12.1 A high quality programme of staff INSET ensures that:

- i. staff training requirements and statutory duties are met and up to date
- ii. the staff induction and core training programme are fulfilled
- iii. all staff receive professional development opportunities

- iv. clear job descriptions identify the qualifications and experience required for each post
- v. there is a pool of expertise within the school to deal with the special educational needs within the school community.

13. Secondary Students where English is an Additional Language (EAL)

- 13.1 We aim to make our classroom environment as inclusive as possible. We know students who are literate in their first language can make rapid progress in English as they will be able to transfer many of their first language skills across to English. We also realise students may acquire the ability to communicate on a day-to-day basis in English quite quickly, but the level of language needed to fully access the curriculum is much deeper and more detailed, so children's understanding needs to be carefully monitored as they go through the school.
- 13.2 Students are encouraged to maintain their home language and use it in the school environment where possible as we recognise language is central to identity and must be valued. Language develops best when used in purposeful context across the curriculum. The knowledge and skills developed in learning the first language aid the acquisition of additional languages. Teachers are responsible for monitoring the progress of the students they teach and for ensuring that children for whom English is an additional language are not disadvantaged.

14 Consultation

- 14.1 Watermelon Independent School regularly seeks the views of parents and carers to help inform policy and practice. Feedback is sought through:
- i. progress meetings to discuss pupil's performance, progress and provision
 - ii. report reply cards
 - iii. surveys
 - iv. ongoing communication and contact.
- 14.2 Views of pupils are also taken, allowing pupils to contribute towards some aspects of 'school life.' Pupils have the chance to disseminate their views through:
- i. surveys
 - ii. council meetings
 - iii. the assessment and annual review of EHCPs.

15 Monitoring and review

- 15.1 Pupils Individual Education Plans outline annual educational targets. Pupil progress is continually monitored and reviewed in the classrooms through formative assessment procedures, monitoring of interventions and progress against EHCP targets, summative assessments and on a formal termly basis through pupil progress meetings.
- 15.2 Monitoring and review of provision is undertaken on a termly basis by senior leaders.

16. Working with other professionals

- 16.1 Watermelon Independent School works with a range of professionals, both in-house and within the local authority, enabling the targets of the EHCP to be met. Along with teachers, teaching

assistants and other key staff, the school liaises with a range of professionals, including, but not limited to:

- i. Counsellors
- ii. Educational psychologist
- iii. Occupational Therapists
- iv. School nurses
- v. Speech and Language Therapist
- vi. Social workers
- vii. Independent careers adviser.

16.2 Other professionals may also be commissioned on a fixed period basis, according to the needs of individuals and once agreed with parents

17 **Working with parents**

17.1 Watermelon Independent School believes that a close working relationship with parents/carers is vital in order to ensure:

- i. Early and accurate identification and assessment of SEN leading to the correct intervention and provision
- ii. Continuing social and academic progress of children with SEN to enable personal success.
- iii. Parents/carers views are considered and valued.

17.2 In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual student's needs.

18. **Complaints Procedure**

18.1 If a parent or carer has any concerns or complaints regarding the education, care or welfare of their child, an appointment can be made by them to speak to the Headteacher, who will be able to offer advice on the formal procedures for complaint if necessary. Please refer to the school's Complaints Policy and Procedure.