

# Welburn Hall School



## Special Educational Needs Policy October 2025

Date policy adopted by school: Jan 2024

Period: Annual

Last reviewed: March 2025

Next review Due: October 2026

*M. Bart*

Signed by Quality Control  
Manager: Rebecca Sealy

Date: January 2024

Approved by Governors:

Date:

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## **1. INTRODUCTION**

Welburn Hall School provides for learners from the age of 8 years to 19 years who have a wide range of learning difficulties. Learners may experience additional needs associated with medical conditions, sensory impairments, physical and neurological impairments and autistic spectrum conditions. All learners have an Education Health and Care Plan. This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation: Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for learners with SEN and disabilities The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report. Our SEN policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all learners.

This policy builds on our School Inclusion Policy, which recognises the entitlement of all learners to a balanced, broadly based curriculum.

## **2. AIMS**

1. To ensure that all learners' individual and special needs are met effectively so that they receive their educational entitlement and are given equal access to a broad, balanced and relevant curriculum.
2. To ensure that provision for learners with individual and special needs is central to curriculum planning. Teaching and learning will be differentiated appropriately so that learners may achieve high standards and make good progress from their starting point.
3. To recognise and record students' strengths and successes to encourage a positive self-image.
4. To ensure that staff with leadership and management responsibilities, and individual members of staff, accept responsibility for the planning, organisation, and provision of appropriate educational materials and resources for learners with individual and special needs.
5. To ensure the identification of all learners requiring specific provision as early as possible in their school career.
6. To ensure that all learners take as full a part as possible in all school activities.
7. To ensure that parents of all learners are kept fully informed of their child's progress and attainment.
8. To ensure that learners are involved, where practicable, in decisions affecting their future provision.
9. To ensure learner, parents and staff are able to communicate effectively so their child has relevant and appropriate provision.

### 3. LEGISLATION AND GUIDANCE

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for learners with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the SEN information report

### 4. DEFINITIONS

A learner has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### 5. ROLES AND RESPONSIBILITIES

#### 5.1 The SENDco will:

- Work with the SLT and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that learners receive appropriate support and high-quality teaching.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure learners and their parents are informed about options and a smooth transition is planned.
- Plan and deliver Annual Reviews for all students, and complete review paperwork in a timely manner. This includes liaising with external agencies to ensure all reports are complete and submitted six weeks before a review and new referrals are made.
- The SENDco will also work with class teachers to identify any change in students' needs or circumstances which could prompt an Interim Review or Team Around the Child meeting.
- To modify and review targets and provision regularly with class teachers, and provide relevant CPD for staff when a need is identified within a review.

- To work closely with the LA to ensure the banding levels are accurate or to apply for additional funding.
- Ensure the core offer is relevant and personal, and that plans for sensory, communication and behaviour are kept up to date.
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all learners with SEN up to date.

## **5.2 THE GOVERNORS**

### **The SEN Governor will:**

- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the headteacher to determine the strategic development of the SEN policy and provision in the school.

## **5.3 THE HEADTEACHER**

### **The headteacher will:**

- Work with the SLT and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

## **5.4 CLASS TEACHERS**

Each class teacher is responsible for:

- The progress and development of every learner in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the data manager (Ellie Marr) and SENDco to review each learner's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy.

Welburn Hall School strives to be a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development.

## **6. SEN INFORMATION REPORT**

### **6.1 The kinds of SEN that are provided for**

Our school currently provides provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

## **6.2 Consulting and involving learners and parents**

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them through parents, teachers and learners working together. We will have an early discussion with the case worker, learners and their parents before offering a place at Welburn Hall.

These conversations will make sure that:

- Everyone develops a good understanding of the learner's areas of strength and difficulty
- We consider and record parental concerns and worries
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- There is a annual review within the first 10 weeks of term to ensure that everyone is happy and confident in the placement and changes to the plan can be made to fit with the new provision and banding requirements

Notes of these early discussions will be added to the learner's record and given to their parents.

## **6.3 Assessing and reviewing learners' progress towards outcomes**

School follows the graduated approach and the four-part cycle of **assess, plan, do, review** throughout all areas of the learners' life in school - Reviews, interventions and curriculum.

The class teacher will work with SLT to carry out a clear analysis of the learner's needs. This will draw on:

- The teacher's assessment and experience of the learner
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant

- Educational psychologist reports
- Educational analysis through SEN assessments
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The learner's own views
- Advice from external support services, if relevant
- Targets made following EHCP review

The assessment will be reviewed regularly.

All teachers and support staff who work with the learner will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the learner's progress.

#### **6.4 Supporting learners moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the learner is moving to. We will agree with parents and learners which information will be shared as part of this.

Transition support plans are:

- Regular communication between the LA Careers Service and school, and their attendance at annual reviews and transition planning.
- Started as soon as a new placement is agreed for students and learners transition plans are started.
- Class teachers will contact the new placement and introduce themselves and ask for photographs of both staff and classrooms. Social stories are then prepared for all students and learners, where necessary, to enable them to become familiar with the new setting.
- Information about the student or learner is shared with the new school and, where possible, a meeting is arranged for the teachers to get together.

The new placement will then offer transition days and visits from Welburn alumni, these are either supported by parents or by school staff depending on the ability of the child. We like to get more than one day for the learners and students to build confidence and familiarity.

#### **6.5 Our approach to teaching learners with SEN**

Teachers are responsible and accountable for the progress and development of all the learners in their class.

As a core offer, high quality teaching is our first step in responding to learners who have SEN. Small group sizes. Classes based on stage not age. Learning that is differentiated for both individual learners' needs and abilities.

Above this core offer, learners can and do access 1:1 support where necessary for learning, therapeutic needs, emotional and behaviour support.

We will also provide the following interventions:

**Mental health and emotional regulation:**

Equine therapy

Sensory circuits

Well-being in mind team for therapeutic input and training

Counselling services

Art and Music targeted sessions

Zones of Regulation

**Concentration and enabling choice:**

Imuse

Hydro therapy

Sensory circuits

REBOUND

**Reading, writing  
and spelling:**

See and Learn.

READ, WRITE INC

Phonics

Oxford Reading E-books

Colourful Semantics

Toe to Toe

**Communication:**

Makaton

Total Communication

Imuse

Augmented Alternative Communication

Social Stories

Lego Intervention

## **6.6 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all learners' needs are met:

- Differentiating our curriculum to ensure all learners are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, adapting layouts, using different forms of communication.
- Full-time education in classes, with additional help and support by class teacher/subject teachers through a differentiated curriculum
- Periods of withdrawal to work with a support assistant where appropriate
- In-class support with adult assistance
- Support from specialists within class or as part of a withdrawal programme
- Adaptions will be made to support student whose first language is not English.

## **CURRICULUM ACCESS AND INCLUSION**

- At Welburn Hall School, we recognise that our learners have very specific, diverse and individual educational needs and our curriculum aims to meet these in a carefully considered, creative way. Our aim is that all our learners leave Welburn Hall School post19, as independent and autonomous as possible with the skills to make their own choices in life, whether this is at home, living independently, in activities, for courses of further study, or employment. We want to enable our learners to become active learners who can effectively communicate their needs and wants. The curriculum is built upon the statutory requirements of the National Curriculum (NC), differentiated at a level to meet all our learner's very individual learning needs. All learners' access core and foundation subjects, presented to learners in different ways appropriate to their level and in a style suited to their individual abilities. These are described differently within planning and timetables.
- Our generic population consists of learners with a wide range of learning needs. Many of our learners have additional and life-long, multi layered challenges including autism, challenging behaviour, communication difficulties, multi-sensory impairments, complex medical needs and physical disabilities. Having such complex needs can sometimes make it difficult for our learners to be in a 'ready state' for learning, therefore meeting learner's individual sensory needs is an integral part of our curriculum, too.
- We firmly believe that each learner is entitled to a personalised and appropriate curriculum. On arrival at Welburn Hall School, an appropriate curriculum

pathway(s) is identified for each learner, allowing them access to the most suitable curriculum offer. These are not necessarily static for the learner's school career, i.e. a learner may move from one pathway into another should their progress deem this appropriate. In addition, learners may straddle two pathways for some or their entire school career, particularly if their academic profile is uneven.

- Our three curriculum pathways are; pre-formal (for learners broadly working within the engagement model and who have complex needs), semi-formal (for learners broadly working between Pre-Key Stage to Y2) and formal (for learners broadly working within the National Curriculum assessment standards). Informal students have a curriculum that also involves life skills and is underpinned by the Open Awards diploma in personal progress. Specific approaches to support individual learning styles are used and these include Total Communication, MAKATON signs and symbols and See and Learn. In September 2022, Welburn established two Nurture Classes which work from the National Curriculum, Boxall and the Nurturing Schools Programme.
- The content of our curriculum is developed from Open Awards and National Curriculum programmes of study. The leadership team work alongside subject coordinators to agree a breadth of coverage. Semi-formal and formal classes work on a two-year rolling programme based on a variety of topics which change half termly and a core offer of English, Maths and Science. Key stage 5 learners have a 3-year program based on life skills with many opportunities to work within the local community. Their curriculum is underpinned by the Open Awards diploma for employment and independent living. Students in both semi-formal and formal classes work on a functional skills programme with opportunities each year to secure their accreditation which can include GCSEs.
- Our full curriculum policy and curriculum pathway handbooks provide detailed information about our practices and procedures surrounding curriculum implementation.

### **6.7 Additional support for learning**

We have a number of teaching assistants who are trained to deliver various interventions:

Toe by Toe

See and Learn

Equine Therapy

Lego Therapy

Zones of Regulation

REBOUND

Sensory circuits

Hydrotherapy

Imuse

Makaton

## Emotion Coaching

Teaching assistants will support learners on a 1:1 basis when there is a need educationally, emotionally or for behaviour.

Teaching assistants will support learners in small groups when working on specific targets from the teacher, when working on non-core skills in post 16, when working on life skills with learners.

We work with the following agencies to provide support for learners with SEN:

- Educational Psychologist
- Learning Disabilities nurses
- Physiotherapists
- Occupational therapists
- Speech and Language therapists
- Social workers
- Vision specialists
- Hearing specialists
- Independent careers advisors
- Music therapists
- Well-being in Mind Team [WIMT]
- NYCC Careers Service
- NYCC SEND Caseworkers

### **6.8 Expertise and training of staff**

Our SENDco - has years of teaching experience and eight years' SENDco experience across a variety of settings. She is also the Teaching and Learning Assistant Headteacher and part of the Senior Leadership Team. her She has achieved a Postgraduate NASENCo qualification and has recently achieved a Postgraduate Certificate in Autism and is now studying for her Masters in the same area. The SENDco has undertaken additional qualifications in ASC, Dyslexia. Nurture, and Attachment and Trauma. She attends all annual reviews and links closely with the safeguarding team to support learners with multidisciplinary support and Anxiety Related None Attenders [ARNA].

The teaching team hold several specialist qualifications including NPQML (national Professional Qualification for Middle Leaders); Rebound Therapy, Makaton, IMUSE and Forest Schools.

We have a large team of teaching assistants who are trained to deliver SEN provision, one of which is a trained Equine therapist.

The school regularly train staff in specialist techniques and interventions.

In the last academic year, staff have been trained in Emotion Coaching, Zones of Regulation, Clicker 8, ASC, Dyslexia, Communication, Sensory, Therapeutic Story writing, Executive Functioning, RPI and Lego Intervention.

Additionally, there has been a focus on mental health training in the last year - all staff are level 1 trained, and five staff are level 2/3 trained.

### **Staff development and appraisal**

All staff are encouraged to attend courses that help them to acquire the skills needed to work with our learners. As a routine part of staff development and as part of the performance management/appraisal process, INSET requirements are assessed.

The Governing Body will undertake a similar review of training needs. All staff new to the school are given training as part of their induction.

### **6.9 Securing equipment and facilities**

The school has ATA's that co-ordinate Communication, Moving and Handling and Vision and Hearing. These coordinators work with a multi-disciplinary team of physiotherapists, speech and language therapists, nursing staff and paediatricians who hold clinics on site to ensure equipment and facilities are secured for learners.

Orthotics clinics and continence clinics are held monthly and key workers go along with the learner to ensure all needs are being met.

Many of our learners and their families have a designated social worker who will be invited to attend annual reviews. Social workers, or family support workers often visit the child in class to enable them to get to know them better. Sometimes the school and social workers will need to work particularly closely to support a family through a difficult period or to foster an initiative.

The process is monitored by the SENDco and Headteacher in school and through the Annual review process.

### **6.10 Evaluating the effectiveness of SEN provision**

Governors hold the head teacher to account and the minutes of full governing body meetings demonstrate the evaluation provided through school context document.

Parent's contributions to Annual Reviews of Education Health and Care Plans and surveys of parental views, provide valuable information on the quality of education.

The school received a 'Good' Ofsted judgement in June 2022, an 'Accredited' level with the National Autistic Society in 2021 and recently became a 'Nurturing School' through the Nurturing Schools Programme.

Learner progress is carefully monitored by Subject co-ordinators, the data manager, SENDco and SLT. The school uses a range of assessment procedures including G and L assessments and track small steps of progress for each learner using Onwards and

Upwards. These target setting devices allow the school to set challenging targets for all learners regardless of starting point.

Where interventions are implemented, the impact is measured 6 to 8-weekly.

### **6.11 Support for improving emotional and social development**

We provide support for learners to improve their emotional and social development in the following ways:

- School council membership is from across the school population
- Learners with SEN are also encouraged to be part of the lunchtime well-being club to promote building friendships and exploring feelings.
- We have a zero-tolerance approach to bullying.

The staff have been trained and are able to effectively deliver Emotion Coaching to support mental health and well-being. Professional development has further developed staffs understanding that all behaviour is communication and this underpins how we support learners throughout the day.

### **6.12 Working with other agencies.**

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, learners with specific barriers to learning.

When it is considered necessary, colleagues from the following support services will be involved with learners:

- Educational psychologists
- Medical officers
- Speech and Language therapists
- Physiotherapists
- Learner Referral Service (PRS)
- Physical, Sensory & Medical Service
- Autism Outreach
- Occupational therapists
- Traveller Education
- School Nursing Team

In addition, important links are in place with the following organisations:

- The Careers Service
- The LA
- Specialist services
- The business community
- Education Welfare Officer

- Social Services
- Health Services

### **6.13 Complaints about provision**

*A copy of the North Yorkshire complaints procedure is available on request from the school. The school complaints procedure is available on the website, and by request from the school office.*

*• The parents of learners with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:*

- > *Exclusions*
- > *Provision of education and associated services*
- > *Making reasonable adjustments, including the provision of auxiliary aids and services*

### **6.14 Contact details of support services for parents of learners with SEN.**

In school we have a SENDco and Behaviour Manager who works closely with parents, learners and their key workers to provides them with all the information or signposting that they will need.

### **6.15 Contact details for raising concerns:**

Headteacher - Mrs Marianne Best - [headteacher@welburn-hall.n-yorks.sch.uk](mailto:headteacher@welburn-hall.n-yorks.sch.uk)

SENDco - Mrs Rebecca Sealy - [r.sealy@welburn-hall.n-yorks.sch.uk](mailto:r.sealy@welburn-hall.n-yorks.sch.uk)

Behaviour Manager - Jenna Kendall - [j.kendall@welburn-hall.n-yorks.sch.uk](mailto:j.kendall@welburn-hall.n-yorks.sch.uk)

### **6.16 The local authority local offer**

Our contribution to the local offer is:

Generic Special Needs School from 8 - 19.

Our local authority's local offer is published here:

<https://www.northyorks.gov.uk/young-peoples-local-offer>

<https://www.northyorks.gov.uk/about-local-offer-north-yorkshire>

## **7. MONITORING ARRANGEMENTS**

This policy and information report will be reviewed by Governing Body **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## **8. LINKS WITH OTHER POLICIES AND DOCUMENTS**

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting learners with medical conditions
- Assessment
- Curriculum

## **9. PARTNERSHIP WITHIN AND BEYOND THE SCHOOL**

### **Partnership with parents**

Welburn Hall School and residential setting firmly believes in developing a strong partnership with parents and that this will enable children and young people to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

The school will make available to all parents, details of the parent partnership service available through the LA.

Welburn has a wonderful team of parents who fundraise and support events in school. The Home-School Association meets half termly to plan and deliver events, and to meet with SLT in order to identify priority for funding.

### **The voice of the child**

Welburn Hall School believes that all children should be involved in making decisions, where possible, right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter.

Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective learners during their school years.

At Welburn Hall School, we encourage learners to participate in their learning by:

- Negotiating a termly target to work towards for their EHCP milestones.
- Taking an active part in their transition plan.
- Sharing views during half termly school council meetings.
- Completing termly student voice questionnaires.
- Being part of Quality Assurance Groups when working on a school directive.

## 10. Equality of Opportunity

Welburn Hall School is strongly committed to meeting the diverse needs of learners from 8 - 19 years of age, with due regard to their ethnic origin, religion, gender, disability and social background. Within the school community we recognise the importance of combating racism and promoting cultural diversity and equality of opportunity for learners, families and staff.

- In Welburn Hall School all learners have special educational needs. They will have their needs met fully so that they thrive, make good progress and achieve high standards. This policy will ensure that learners with SEN are included, treated as others, and given appropriate access to the curriculum, teaching and learning experiences.
- All of our extra-curricular activities and school visits are available to all our learners, including our lunchtime clubs.
- All learners are encouraged to go on our residential trip(s) and these take place in Key Stage Four and Sixth Form.
- All learners are encouraged to take part in sporting activities and the school is part of the Special School Inclusive Sports Partnership. Educational Visits, Work Experience and School Productions are accessible by all.
- No learner is ever excluded from taking part in these activities because of their SEN or disability.