



Welcome to the SEND Department

We would like to welcome everyone to our Life and Learning Zone. This is the home of the SEND and EAL Department and what we like to think of as the heart of the school. This is a safe and welcoming place for ALL our students and staff. The importance of our department is rooted in our ability to support students and parents from starting a new school in Year 7 which brings about big changes for all the family right the way through to the chosen post 18 pathways that will see students into being successful and functioning adults within our society.

These pages will give you an insight into the values and work of the Department in collaboration with the Head teacher and Governing Body, who play a key role in determining the strategic development of the SEND policy and provision in the school in order to raise the achievement of our students.

Aims and Ethos

At The Warren we value all students equally. Our guiding principle is one of Inclusion. We want to identify and reduce possible barriers to learning. The aim of The Warren's SEND policy is to develop a system of support, which enables students with Special Educational Needs to make the greatest possible progress in reaching their full potential. The support systems are based on comprehensive whole school systems of monitoring, assessment and intervention.

Objectives in making provision for students with SEND and EAL

To ensure that all students including those with difficulties and disabilities have equal access to a broad, balanced curriculum which is differentiated to identify individual needs and abilities.

To ensure that all teachers are aware that it is their responsibility to meet the Special Educational Needs of students. In this they can draw on the resources of the whole school.

To ensure that every student has his or her particular needs recognised and addressed.

To seek the views of the student and involve him/her in the process of support.

To offer the high quality support to ensure that all student needs are met.

To fully involve parents/carers in the process of provision for the student.

To acknowledge and draw on parental knowledge and expertise in relation to their child.

To ensure the aims of education for students with learning difficulties and disabilities are the same as those for all students.

To maximise the opportunities for SEND students to participate in all the activities of the school.

To enable all students to experience success.

To ensure that consideration of SEND crosses all curriculum areas and all aspect of teaching and learning.

To ensure that all teachers encompass the good special needs practice which is beneficial for all students.

To ensure awareness amongst staff that any student may encounter difficulties at some stage.

The Role of the LSA

We have a wealth of experience amongst our Learning Support Assistants (LSA) who make a valuable contribution to the achievements of students. They are attentive to our most vulnerable student's social and emotional wellbeing and work tirelessly to support our students with their educational in class and through internal interventions.

Support for Students:

- To provide in class, small group or individual support
- To offer help, as appropriate, to any student experiencing difficulties
- To praise, encourage and develop positive relationships
- To foster the participation of students in the social and academic processes of the school
- To enable students to become more independent learners
- To help raise the standards and achievement for all students

Support for Teachers:

- To help develop effective collaborative working across the curriculum to support SEND students
- To assist in the preparation of teaching and learning materials for students with SEND
- To assist in the development and implementation of appropriate systems for recording the progress of students with SEND
- To assist in the management of the whole class
- To provide regular feedback to the SENCO

Nurture Group



Moving from Primary to secondary school can be extremely daunting for all students but especially those who are not academically or emotionally ready.

Students progress at different rates and for those students who are working below expectations, at the end of Year 6, The Warren School offers extra support through our nurture group provision.



The Year 7 nurture group usually consists of a maximum of 15 students and these students will be supported by a dedicated team of teachers and LSAs to ensure their transition between key stages is as smooth as possible.

'I have made friends in the nurture group and I do not feel alone.'

Those students identified as needing this additional support will have a cross-curricular programme of study which has been designed to help them develop the academic skills and confidence to achieve their potential and become fully included in life at Warren.



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The Warren ARP is an inclusive ARP provision with 15 places for students between the ages of 11 and 16 years.

This provision is overseen by an ARP Coordinator who works alongside a dedicated team of dedicated professionals who have the ARP students wellbeing and progress at the centre of the support they provide. These students will have access to an inspiring, challenging differentiated curriculum which has been designed, not only to meet their needs but develop the skills and confidence needed for the next stage of their education and adulthood.

Additionally Resourced Provision

Many young people with additional learning needs can make better, more sustained progress when they attend mainstream schools.

An **ARP** is a provision, within a mainstream school, designed to provide specialist and targeted support for children with long term special educational needs (SEND)

ARP Focus : Moderate Learning Difficulties (MLD)

A student identified as having MLD will have a cognitive ability and/or attainment level that will be significantly below that of their peers. Generally they will have difficulty acquiring literacy and numeracy skills. Pupils with this problem have difficulties with reading, writing, spelling and sometimes numeracy. Many of our students have an academic ability of Year 1 and 2 students.