



Inclusion Policy

Special Educational Needs and Disability (SEND) 2026

Ambition

Courage

Respect

Ratified at Full Governors: March 2026

Next Review due: March 2028

LTH

Inclusion, Special Educational Needs and Disability (SEND) Policy

This Policy complies with the statutory requirement laid out in:

- The SEND Code of Practice 0-25 (January 2015)
- Equality Education Act 2010 (advice for schools February 2013)

It should be read in conjunction with the school's Accessibility, Equality and Equity Policy.

Our Equality and Equity Policy is inclusive of our whole school community – pupils/students, staff, parents/carers, visitors and partner agencies.

The SEND Code of Practice defines Special Educational Needs in this way:

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

The SEND Code of Practice sets out four areas of SEN:

1. Communicating and Interaction (C&I)
2. Cognition and Learning (C&L)
3. Social, Emotional and Mental Health needs (SEMH)
4. Sensory and/or Physical needs (S&P)

Our school within the wider context

The school has a higher than national average proportion of students who have SEND, with special designation to support students who have physical disabilities, hearing impairments or visual impairments through a West Sussex Specialist Support Centre (SSC) the Lavinia Norfolk Centre (LNC). The **SSC** is led by the Teacher in Charge LNC, and supported by a Qualified Teacher of the Deaf (QToD) and a Qualified Teacher of the Visually Impaired (QTVI). The SSC is supported by a team of Learning Support Assistants who have a range of specialist training between them.

SEND across the whole school is coordinated by the SENCO, with support from two Assistant SENCOs.

Our approach

We seek to embed equity of access, opportunity and outcome for all members of our school community, within all aspects of school life. Through everything we do we will promote ambition, respect and courage.

Ambition: We will plan for outstanding progress and take account of the needs of all learners. All members of the school community will be encouraged to meet their aims and be the best they can be.

Respect: Everything we do will be bound by kindness, respect, fairness, equality and equity. Understanding of fundamental rights, British values and a culture of integrity will underpin and drive this approach.

Courage: Everyone will be given opportunities for leadership and to take on new roles and responsibilities. We will challenge you all to overcome your barriers and be brave in learning from your mistakes.

We follow the 'Graduated Approach' in response to SEND at The Angmering School. This ensures that support is targeted, appropriate, and effective. All teachers are responsible for the progress of all the students in their classroom. As such, they will assess, plan, do and review their approach to teaching all students.

Where a potential special educational need has been identified, the assess, plan, do review process becomes increasingly personalised. The graduated approach is embedded as part of whole school teaching covering universal, targeted and specialist provision. Information is collated within the SEND team, and then shared with key stakeholders through Edukey.

The classroom teacher is responsible for meeting the needs of all of the pupils within the classroom through **quality first teaching**.

1. The SENCO deploys Learning Support Assistants (LSAs) to support students with identified needs in the areas of Communication & Interaction (C&I), Cognition & Learning (C&L) and Social, Emotional, & Mental Health (SEMH).
2. The Teacher in Charge (TiC) of the Specialist Support Centre (SSC) deploys Learning Support Assistants (LSAs) to support students with identified needs in the area of Sensory and/or Physical (S&P).
3. The SENCO, TiC, QTVI, QToD and Assistant SENCO will support and advise teachers on planning and differentiation to meet the needs of individuals who may have an Education Health Care Plan (EHCP) or who may be at School Support (SS) on the SEN Register.
4. The SENCO, TiC, QTVI, QToD and Assistant SENCO along with the relevant Year Team Leaders will monitor the progress of students with SEND to ensure that they are 'closing the gap.'
5. Education Health Care Plans (EHCPs) are monitored through the Annual Review process.

Requesting an Educational Health Care Needs Assessment

The school considers the needs of the whole child following the Assess, Plan, Do, Review framework. It is important, prior to considering an application for an Education Healthcare Needs Assessment (EHCNA) that this is carried out thoroughly with parental engagement and staff awareness. There are many phases of support that need to be explored prior to a request for an EHCNA being made. We strongly encourage parents to discuss making a request for an EHCNA **with** the school, **before** requesting it directly through West Sussex SEND Information, Advice & Support (SENDIAS). Once the decision is made to apply for an EHCNA, the paperwork must be carried out according to WSCC deadlines.

Exam Access Arrangements

Evidence is collated throughout Years 7-9. Where staff have concerns about non-completion of work/ assessments in the allocated time, slow speed of reading/writing and low literacy levels, assessments will be carried out. These will inform the application to The Joint Council for Qualifications (JCQ) to formalise Exam Access Arrangements. The assessments are carried out at the end of KS3/early KS4 as the arrangements last for 2 years. The evidence submitted to JCQ must reflect the student's normal way of working. Other reasonable adjustments are applied for where an outside agency has had input and/or the school can provide clear evidence to support the request.

Co-production

At The Angmering School we encourage an open dialogue around SEN. We pride ourselves in responding quickly to parents and carers, and communicating with them effectively. Parents and carers are involved in Annual Reviews (led by the SENCOs and TiC) and PEPs (led by Year Team Leaders). They are also actively encouraged to be part of the transition process both from Key stage 2 to Key stage 3 and from Key Stage 4 through to Post-16 learning.

Where required, the school works with external partners such as the Educational Psychologist, Child and Adolescent Mental Health Services (CAMHS), Social Services, Special Educational Needs Assessment Team (SENAT), Speech and Language service, Social Communication Team, Learning and Behaviour Advisory Team (LBAT), Fair Access, Alternative Provision and others.

Record keeping, monitoring and data management

We keep records to monitor the progress and welfare of students with SEND that include:

- Whole School data – identifies areas of concern re progress.
- Edukey– sharing of information that allows the school to track how a students' needs are being met, and strategies to support the identified need.
- K Plans (for pupils at the level of School Support) – information/strategies relating to

students' needs

- E Plans (for students with an EHCP) - information/strategies relating to students' needs
- SEND register - Information on students with regards to the level of their additional needs, category of need and key members of staff to contact.
- Supporting Transition

Supporting Transition

The Year 7 Team Leader remains in post and leads the transition process in collaboration with the Headship Team Link for Year 7, who also serves as the SENCo. Transition planning begins early, with relevant staff attending Annual Reviews from Year 5 onwards to ensure continuity of support.

Transition plans are put into place and primary school visits are held. Information is shared effectively, and, when appropriate, parents and carers are consulted. Extra transition support is offered to vulnerable students through the SENCO, TiC, Lead Teachers of HI and VI, Assistant SENCOs, Year Team and Learning Support Assistants. A programme of Transition activities is in place each year to support all students in making the step from Primary to Secondary school.

Complaints Process

At The Angmering School, we value feedback and take all concerns seriously. Wherever possible, we aim to resolve matters informally and constructively, with concerns initially directed to the relevant staff member. For cases requiring a formal approach, our complaints procedure is available here: <https://www.angmeringschool.co.uk/home/school-information/statutory-policy-documents/>