



Special Educational Needs Policy

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Introduction

The North West Surrey Short Stay School is committed to providing an inclusive curriculum that is accessible to all pupils. All staff at the school aim to ensure learners have access to a broad and balanced education that meets their individual needs. This policy is in keeping with the school's aims, teaching and learning policy and policy on equal opportunities.

Holly Stevens is the SENDCO.

The Management Committee member responsible for SEND is Anna Wallis.

Background

North West Surrey Short Stay School is part of Surrey County. We work with learners aged 11-16, KS3 and KS4. Learners are at risk of exclusion or have been excluded/met criteria for permanent exclusion from mainstream schools. We operate across two sites, Kingsway Centre and Pyrford Centre. Learners may be on dual roll with a mainstream school in NW Surrey or single registration on the NWSSSS roll if they have been permanently excluded.

We provide a range of full and part time programmes to ensure every learner can achieve as much as they possibly can. Depending on the learners needs we offer a full range of GCSEs, interventions and alternative curriculum.

Vision for North West Surrey Short Stay School

- All Year 11 students leave with five GCSEs or equivalent qualifications at the highest possible grades.
- Every student has an appropriate pathway to an appropriate educational placement.
- All students receive excellent teaching and learning; supported with excellent pastoral care.
- Create and embed an aspirational learning culture for both students and staff.
- All pupils make progress from their starting points - including personal development, attendance, literacy skills, numeracy skills and reading ability.

Framework

This policy will have due regard to legislation, including but not limited to:

[Children and Families Act 2014](#) and related regulations

[Health and Social Care Act 2012](#)

[Equality Act 2010](#)

[Mental Capacity Act 2005](#)

[Children's Act 1989](#)

This policy will take into account statutory and non-statutory related guidance, including but not limited to:

[SEN Code of Practice 0-25 \(2014\)](#)

[Supporting Children with Medical Conditions](#)

[Keeping Children Safe in Education Working together to Safeguard Children](#)

Definition:

The law states that a child has a special educational need if he/she has:

“A significantly greater difficulty in learning than the majority of others of the same age. A disability/ health condition which prevents or hinders them from making use of educational facilities of a kind provided to others of the same age in mainstream schools or mainstream post 16 institutions.”

Areas of Special Educational Need:

Where applicable, there are four areas of Special Educational Need that the school makes provision to support:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

Special Needs Provision

Learners with special educational needs and/or disabilities are supported as they would be in mainstream schools with targeted teaching and assessments and advice from visiting professionals as required.

Learners with special educational needs and/or disabilities may have an alternative and individualised learning programme put in place that best meets their needs.

Special Facilities/Building

The school operates across two sites, Kingsway Centre and Pyrford Centre. The buildings are old and have had some modifications to ensure wheelchair access is possible to some parts of each building. Each site has a range of chromebooks and ipads to allow learners to use ICT to access learning.

Identification and Assessment

A One Page Profile and SEN Support Arrangements from mainstream schools are sought for learners on joining.

SEN Support Arrangements will be drawn up within four weeks of a learner's admission to the school and will be based on the following:

- The learner's own views on their learning, how best to support them, and their aspirations.
- SEN Support Arrangements provided by mainstream school.
- Discussion with parents/carers and mainstream school.
- Advice from specialist teachers and professionals such as Educational Psychologists.
- Language and Learning Support Service, Behaviour Support Service and CAMHS.
- Identification of key areas of concern.
- Multi agency working with Family Support Service, Youth Support Service.
- Social Care and the Virtual School where applicable.
- Classroom observation.
- Formal assessments, where relevant.

Learner targets will be identified and addressed in all lessons. Targets are reviewed at meetings with parents/carers termly and SEN Support Arrangements updated.

In cases where learners have an Education, Health and Care Plan, the SENCO will work closely with mainstream schools, other named professionals and school staff to ensure the required support and intervention is in place for the learner to achieve his/her outcomes.

Provision

Access to the curriculum:

As far as possible, all learners up to the age of 16 have access to a broad and balanced curriculum, developing skills in English, Maths, Art, Sport, Catering and ICT and enrichment activities. Where needed, learners will be placed on personalised timetables which will be monitored and amended to meet individual needs.

Support may be provided by CAMHS, A2E, Educational Psychologists, Speech & Language Therapists, mentors or coaches and mainstream schools.

Resources

The school is well resourced for the needs of learners with Special Educational Needs and/or Disability.

Evaluation

- The SENCO updates and circulates SEN Support Arrangements as necessary, after consulting with the tutor teacher and other staff working with the learner.
- The SENCO reviews the quality and implementation of SEN Support Arrangements regularly with teaching staff.
- The SENCO will support mainstream schools' requests for Education, Health and Care Plans, and contribute to Annual Reviews as necessary
- Progress is monitored and assessed
- The NWSSSS will work closely with a learner's mainstream school towards re-integration/transition where appropriate.

Dealing with complaints

If a parent wishes to complain about provision or policy, they should, in the first instance, raise it with the Headteacher who will endeavour to resolve the situation (miranda.younger@northwest.surrey.sch.uk). If the issues cannot be resolved within 10 working days, the parent can submit a formal complaint using the school's complaint procedure.

All policies are available on the school website.