

## Testwood School Special Needs Policy

Key Responsibility:	RM
Last Review:	January 2026
Next Review:	January 2027

### Revision History

Version	Date	Amendments	Initials
V2.0	01.05.20	Governors changed to Trustees	JB
V3.0	09.01.22	New funding arrangements explained	CSI
V4.0	16.10.24	Revision dates updated	JB
V4.1	06.01.25	Re-written in line with Hampshire SEN policy	RM
V4.2	17.12.25	Updated SENCO name to L Dear	LD

### 1. Introduction

Testwood School is committed to providing an inclusive, supportive environment for all students, including those with special educational needs and disabilities (SEND). This policy outlines our approach to identifying, supporting, and accommodating students with SEND to ensure they can access the curriculum and reach their full potential.

The Special Educational Needs and Disabilities Coordinator (SENCO) at Testwood School is Mr L. Dear with the SLT link of Mrs R. Magee.

### 2. Objectives

Testwood School ensures that in the undertaking of our objectives the student's needs are at the centre of all that we do.

- To identify students with SEND as early as possible
- To provide appropriate support and accommodations for students with SEND

- To ensure all staff are aware of and can support the needs of SEND students
- To work in partnership with parents/carers and external agencies
- To promote independence and prepare students for adulthood

### 3. Definition of SEND

A student has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them. At Testwood School, we adhere to the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015), which identifies four broad areas of need:

- Communication and Interaction

This includes students with speech, language and communication needs (SLCN) and those with autism spectrum disorder (ASD).

- Cognition and Learning

This includes students with moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD) such as dyslexia, dyscalculia, and dyspraxia.

- Social, Emotional and Mental Health Difficulties

This includes students who may experience a wide range of social and emotional difficulties which manifest themselves in many ways, such as becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. This category also includes students with attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder.

- Sensory and/or Physical Needs

This includes students with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD).

We recognise that students often have needs that cut across all these areas and that their needs may change over time. We are committed to identifying these needs as they arise and providing teaching and support which enables students to achieve their potential in all areas of school life.

#### **4. Identification and Assessment**

Testwood School has a proactive and robust approach to identifying potential SEND through standardised testing across all year groups, with a specific focus on cognitive abilities assessment at the crucial transition point into secondary education.

- Early identification through teacher observation, assessment data, and information from previous schools
- Cognitive Abilities Test (CAT) administered to all Year 7 students upon entry to identify strengths and potential areas of need. The CAT offers insights into verbal, non-verbal, and quantitative reasoning abilities, which can help identify potential learning needs that might not be apparent through academic performance alone.
- Annual New Group Reading Test (NGRT) screening for Year groups 7-10 to identify potential reading difficulties and track progress. The NGRT provides valuable data on reading comprehension and can help identify students who may need additional support in literacy
- Further assessment, using GL Assessment's Exact, to ascertain specific areas of difficulty with students whose NGRT scores show limited progress over time
- Regular monitoring of student progress through classroom assessments and standardised tests
- Referrals from teachers, parents, or students themselves
- Further assessments by the SENCO and/or specialists as needed • Assessments for exam access arrangements will be conducted in line with current Joint Council for Qualifications (JCQ) regulations

#### **5. Support and Provision**

Testwood School uses a variety of approaches to assist our students in overcoming barriers to their learning.

- Adapted teaching and learning strategies in the classroom
- Individual or small group interventions
- Access to specialist equipment or resources, including the use of ICT as dictated by assessment
- Coloured paper and/or overlays for those assessed and diagnosed by a suitably qualified professional to have a profile consistent with visual stress Support from learning support assistants
- Pupil Passports outlining a student's area of need and strategies for those working with them, regularly reviewed with student and parent setting agreed

- short term targets
- Implementation of JCQ approved access arrangements for eligible students during examinations and assessments.

## **6. Exam Access Arrangements**

Testwood School follows the JCQ regulations regarding access arrangements, reasonable adjustments, and special consideration:

- The SENCO, in collaboration with subject teachers and the exams officer, will identify students who may require access arrangements
- Assessments for access arrangements will be carried out by our appropriately qualified specialist assessor, Mrs B Watts
- Access arrangements must reflect a student's usual way of working and be evidenced by a history of need
- Applications for access arrangements will be submitted to JCQ within the designated time frames
- Approved access arrangements will be implemented in internal and external assessments
- Staff will be trained on the correct implementation of access arrangements • The school will maintain detailed records of all access arrangements and their use, as required by JCQ

## **7. Roles and Responsibilities**

At Testwood School we are committed to ensuring that “every teacher is a teacher of SEND” (SEND Code of Practice 2014).

- SENCO (Mr L Dear): Oversees SEND provision, coordinates support, liaises with external agencies, and manages the implementation of this policy
- Teachers: Implement adapted strategies, monitor progress, work with SENCO
- Learning Support Assistants: Provide in-class and intervention support
- Specialist Assessor (Mrs. B Watts): Conducts assessments for exam access arrangements and works closely with the SENCO to ensure appropriate support is in place
- Headteacher and Trustees: Ensure policy implementation and resource allocation

## **8. Working with Parents/Carers**

Testwood School prides itself on the relationship it has with its parents/carers and local community.

- Regular communication about student progress and support
- Involvement in planning and reviewing support
- Guidance on how to support learning at home

## **9. External Agencies**

Testwood School works with various external agencies, including:

- Educational Psychology Service
- Speech and Language Therapy
- Occupational Therapy
- Hampshire Specialist Teacher Advisory Service
- Child and Adolescent Mental Health Services (CAMHS)

CAMHS provides support for children and young people who are experiencing difficulties with their emotional or behavioural wellbeing. Parents can access CAMHS services through the following channels:

- Hampshire CAMHS:
  - Website: [www.hampshirecamhs.nhs.uk](http://www.hampshirecamhs.nhs.uk)
  - Single Point of Access (SPA): 0300 304 0050 (Monday to Thursday, 9am to 5pm, Friday 9am to 4.30pm)
- For urgent mental health support outside of these hours, parents can contact the Hampshire and Isle of Wight Crisis Line:
  - Phone: 0300 303 1590 (available 24/7)

CAMHS offers various services, including:

- Assessment and diagnosis of mental health conditions
- Individual and group therapy
- Family therapy
- Medication management (where appropriate)
- Support and guidance for parents and carers

Referrals to CAMHS can be made through GPs, school nurses, or directly through the Single Point of Access. Our SENCO, Mrs. R. Magee, can provide guidance on the referral process and support parents in accessing these services when needed.

Testwood School works closely with CAMHS to ensure that students receive coordinated support for both their educational and mental health needs. We recognise that mental health and wellbeing are crucial factors in a student's overall development and academic success.

### **10. Hampshire SEN Support for Parents**

Testwood School recognises the importance of supporting parents and carers of

students with SEND. We work closely with Hampshire County Council to ensure families have access to appropriate resources and support. Parents and carers can access additional information and support through the following Hampshire services:

- a) Hampshire SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) This free, impartial, and confidential service provides information, advice, and support to parents and carers of children with SEND. They can be contacted at:
  - Phone: 0808 164 5504
  - Email: [info@hampshiresendiass.co.uk](mailto:info@hampshiresendiass.co.uk)
  - Website: [www.hampshiresendiass.co.uk](http://www.hampshiresendiass.co.uk)
  
- b) Hampshire Local Offer This comprehensive online resource provides information about education, health, and social care services for children and young people with SEND in Hampshire. It can be accessed at:
  - Website: <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>
  
- c) Hampshire Parent Carer Network (HPCN) A forum for parents and carers of children with additional needs, offering peer support and opportunities to shape local services:
  - Website: [www.hpcn.org.uk](http://www.hpcn.org.uk)



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d) Hampshire Gateway Card A free card that gives children and young people with SEND access to concessions and special offers at various venues across Hampshire.

- Website:  
[www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/show/tbreaks/gatewaycard](http://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/show/tbreaks/gatewaycard)

Testwood School's SENCO, Mr L. Dear, can provide further information about these services and support parents in accessing them when needed.

## **11. Transition**

Testwood School provides support for SEND students during key transition periods:

- Primary to secondary school
- Between key stages
- Preparing for post-16 education or employment

## **12. Staff Training**

Testwood School has a programme of ongoing professional development for all staff on SEND topics and strategies.

## **13. Monitoring and Evaluation**

Regular review of SEND provision and student progress by SENCO, senior leadership, and trustees.

## **14. Complaints**

Parents/carers with concerns should first contact the SENCO, Mr L. Dear. If the issue remains unresolved, the school's formal complaints procedure should be followed.

*This policy has been checked and is believed to be consistent with the stated vision and values of Testwood School*

This policy should be considered alongside and in conjunction with the Behaviour Policy available on the school website.