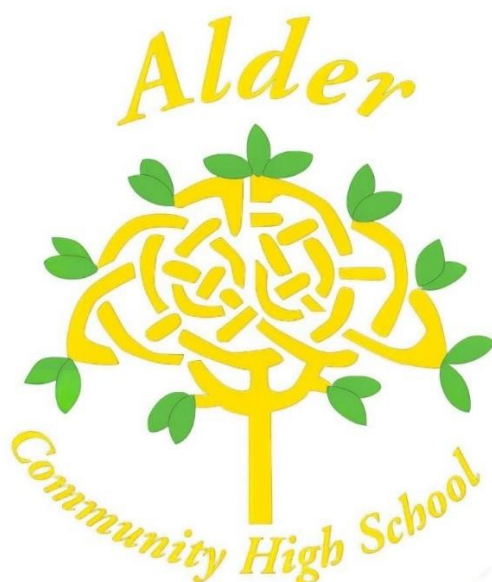


Alder Community High School



SEND Policy

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This policy was agreed by the Governing Body This policy supersedes all previous policies relating to this area.			
Implemented:	Autumn 2026	Review date:	Autumn 2027
Statutory ☒ Non-statutory ☐ Required to be on school website ☒			

Revision Date	Section	Details

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1. Aims and staffing information

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

Alder Community High School values the abilities and achievements of all its students, and is committed to providing, for every student, the best possible environment for learning. This policy is in keeping with the school's aims, its teaching and learning policy and its policy on educational inclusion. This policy also applies to disabled students.

The named SEND Co-ordinator (SENDCo) for the school is Laura Huddleston. She has completed the NASENCo award. The link member of the Senior Leadership team is Hannah Sloan, Deputy Headteacher. There is a designated Link Governor, although the Governing Body as a whole is responsible for making provision for students with SEND. In addition, there are a variety support staff working within the SEND team who take responsibility for different aspects of the department and include an Assistant SENDCo, SEND manager and a number of teaching assistants.

2. 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 students 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 SEND information report.

3. Definitions

A student has SEND 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 the 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.

4. Roles and responsibilities

4.1 The SENDCo

The SENDCo is Laura Huddleston.

All contact for the SEND team is to be made via **SEN@alderchs.uk**

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC Plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- 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 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 students with SEND up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND 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 and SENDCo to determine the strategic development of the SEND policy and provision in the school

4.3 The Headteacher

The headteacher will:

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

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class. Every teacher is a teacher of SEND and they have the responsibility to monitor and support the achievement of learners in their classroom.
- 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 SENDCo to review each student's progress and development and decide on any changes to provision
- Ensuring they have regard of this SEND policy

5. SEND information report

Please refer to the SEND support page on the school website for full details of our SEND information report.

5.1 The areas of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition, 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

5.2 Identifying students with SEN and assessing their needs

At Alder we identify students with SEND at the earliest possible point.

Students may be referred for further investigation into potential SEND via three methods:

- A parent/carer may raise a query via a head of year or by contacting school to speak to a member of the SEND team or via the email SEN@alderchs.uk.
- A member of staff may refer to the SEND department via our secure referral system in school.
- A referral may be made via contact with external agency such as CAMHS.

This referral system can apply to students in any year group. After the initial referral is made, contact will be made with the referrer to discuss next steps which will be dependent upon the type of investigation required.

The SEND team will use data and information from current subject staff and from previous settings to ascertain where a student's progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs, emotional wellbeing, communication and processing difficulties.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by making small adjustments to provision offered

to all students, or whether something different or additional is needed. There will be a process of monitoring before SEND status will be given. This will always be decided by those staff members who are involved in the care of students and their adults at home.

5.3 Consulting and involving students and parents

When a referral is made, we will always consult with the adults involved in the care of students. We believe that clear and consistent communication creates the best environment for students to progress. We will communicate via email or phone call. This communication may come from a member of the SEND team, a head of year or a class teacher. We want to communicate openly so that:

- Everyone develops a good understanding of the child's areas of strength and difficulty
- We understand parental concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be recorded via school systems and we will always actively collaborate with those involved in the care of students in decisions around admission on to the SEND register. Parents/carers will be kept updated regarding the progress of their child via the whole school processes in place.

For students with an EHCP, one formal annual review will be completed as part of the statutory support alongside two other review points that are scheduled to coincide with whole school/year group reports to parents.

5.4 Assessing and reviewing students' progress towards outcomes

All teaching professionals in school are responsible for ensuring the progress and attainment of students with SEND. The SENDCo has overall responsibility for monitoring SEND support and progress towards agreed outcomes via the graduated approach (Assess, Plan, Do, Review).

Outcomes are set in line with the student's identified SEND needs.

Students may receive support in lesson or in structured interventions.

The assessment will be reviewed regularly and will be in line with the school's parents' evenings and whole school reporting systems. We will regularly review the effectiveness of the support and interventions, and their impact on the student's progress via the school and department quality assurance procedures.

All teachers and support staff who work with the student will be made aware of their needs via a Pupil Passport which is created on entry with adults involved in the care of our student, information from previous schools and from the students themselves.

5.5 Supporting students moving between phases and preparing for adulthood

Key Stage 2 to Key Stage 3

The head of year and SENDCo will arrange to meet with staff and students with SEND in the Summer term of year 6. All students are invited to a transition day and at transition evening, parents/carers will have the opportunity to speak to form tutors and the SENDCo if necessary. Additional transition experiences may be arranged depending on the needs of the students. For students with EHCPs, if invited, the SENDCo and head of year will attend year 6 final reviews and we aim to meet with all families of students with EHCPs before the end of the Summer term to agree provision and support.

Key Stage 3 to Key Stage 4

At the end of year 9, student's progress and options will be reviewed. Pathways will be discussed with the students and parents will have a chance to speak to teachers at our Pathways evenings. Students are supported through the process

via work in form times and in PD lessons leading up to pathway selection. Additional opportunities to discuss selected subjects can be held with heads of year and key workers to ensure that students are prepared for their next steps.

Key Stage 4 to Post 16

At key stage four, all students attend taster days at college. They have access to careers advice via our school careers support service. We have a careers fair in year 10 and also mock interviews to support with college preparation. Students will participate in work experience. Colleges will meet with the SENDCo and head of year prior to students starting after year 11 where information will be shared. For students with EHCPs, additional transition support is available and colleges and careers will be invited to attend final reviews.

5.6 Our approach to teaching students with SEND

We believe that all learners including those with SEND should have the opportunity to experience a broad, balanced and appropriate curriculum. We have high aspirations and expectations of all students and believe that this is the best way to ensure that students leave Alder with the right skills and qualifications to make their next steps into adulthood.

At Alder, all teachers are responsible and accountable for the progress and development of all the students in their class and will communicate with families in line with school reporting and monitoring policies.

High quality teaching is our first step in responding to students who have SEND using our Inclusive Ordinarily Available Provision within the classroom. Students will be taught in aspirational, largely mixed attainment groups where teaching staff make provision for all students using a wide variety of tools.

Our staff and students have received whole school Zones of Regulation curriculum to support their emotional health and wellbeing.

As part of our SEND support, we may provide your child with an intensive, discreet and targeted intervention such as:

- Emotional wellbeing support via one of the school's support services
- Literacy support
- Numeracy support
- Social communication interventions
- Emotional regulation support
- Zones of Regulation
- Forest School
- Behaviour 4 My Future
- Speech and Language support
- Specialist interventions based on professional recommendations

This list is not exhaustive of what we may offer. All interventions will be shared with families and measured via the graduated approach on a minimum termly basis.

5.7 Adaptations to the curriculum and learning environment

We believe our students should have access to a broad, balanced and aspirational curriculum, which is adapted and supported to ensure that progress is being made. Staff use their teaching expertise to provide support and scaffolds to students to ensure that they make good progress.

All students with SEND will have a Pupil Passport which outlines any other reasonable adjustments that should be made for a student, including access arrangements and support for learning. This is shared with all members of staff.

For full details of our adaptations for curriculum and learning environment please see our Accessibility Policy.

5.8 Additional support for learning

Our teaching assistants predominantly support classes where it has been identified that students need additional provision to the high quality teaching and curriculum offer made for them. In addition to this, they are trained to deliver a number of interventions which include, but are not limited to:

- Literacy support
- Numeracy support
- Social communication interventions
- Emotional regulation support
- Zones of Regulation
- Behaviour 4 My Future
- Speech and Language support
- Specialist interventions based on professional recommendations

Our teaching staff have professional development training in high quality teaching, the deployment of teaching assistants and all areas of SEND.

We regularly work with the following agencies to provide support for students with SEND and these may include:

- The Educational Psychologist
- Tameside Specialist Outreach Support Service (formerly Pupil Support Services)
- The school nursing team
- Visual Impairment Support Services
- Hearing Impairment Support Services
- Speech and Language therapists
- Physiotherapists and Occupational therapists
- CAMHS
- The virtual school and associated professionals involved with cared for student.

5.9 Examination and Access Arrangements

If a student is encountering severe difficulties, reasonable adjustments can be applied for or put in place if it is a centre delegated arrangement. Exam Access Arrangements can include supervised rest breaks, assistive technologies and/or extra time. The exam access arrangement can only be granted through an application by following the JCQ regulations.

More information on this and on the use of word processing as an access arrangement can be found in the School's Access Arrangements Policy.

5.10 Securing equipment and facilities

Specialist equipment can be accessed via sensory support services and can be provided by funding for students with EHCPs. For students with SEND support needs, equipment such as coloured paper and overlays, coloured exercise books and laptops can be provided within the school's notional SEND budget.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEND via a whole school quality assurance process. This ensures that all staff at all levels are responsible and involved with ensuring good progress and outcomes for students with SEND.

Other ways we may review the effectiveness of provision are:

- School progress monitoring and data
- Reviewing the impact of interventions after 6-8 weeks via the graduated approach
- Using student voice
- Observation by the SEND team
- Using provision maps to monitor support
- Regular Inclusion meetings to monitor identified students
- Holding annual reviews for students with EHC plans

5.12 Enabling students with SEND to engage in activities available to those in the school who do not have SEND

No student is ever excluded from taking part in these activities because of their SEN or disability. All students have an equal opportunity to take part in the full curriculum offer, alongside a group of diverse peers.

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs, wherever a relevant risk assessment assures staff that it would be safe to do it.

All students are encouraged to go on our residential trips.

All students are encouraged to take part in school activities, clubs and productions.

We have ensured that the school building is accessible in all areas so that students with disabilities may be included in all activities, including accessible toilets, lifts, ramps where appropriate and emergency evacuation procedures where appropriate.

We share SEND information with all staff through student profiles. This allows students to have their needs met in a mainstream environment and enables staff to be aware of potential difficulties for engagement that may need additional support.

5.13 Support for improving emotional and social development

We understand that our learners with SEND may need additional pastoral support to engage with school.

Our form tutors have daily contact with students and are the first port of call for any student each day. They can support with any day-to-day issues that may arise.

Additional pastoral support is provided by pastoral staff and in our Learning Support Centre where students have access to a range of support staff including our SEND Learning Manager, learning mentor and the SEND team.

Students may also have access to outside support from agencies via a referral system in school.

Bullying is not tolerated at Alder. Please see the anti-bullying policy for more details which is available on the website

5.14 Working with other agencies

We encourage and welcome support from outside agencies when supporting our students. For learners with SEND we may refer to outside agencies to gain expert level knowledge to enable us to effectively support students. We will liaise with families when making any referrals.

We work with the following agencies to provide support for students with SEND:

- The Educational Psychologist
- Tameside Specialist Outreach Support Service (formerly Pupil Support Services)
- The school nursing team
- Visual Impairment Support Services

- Hearing Impairment Support Services
- Speech and Language therapists
- Physiotherapists and Occupational therapists
- CAMHS
- Specialist Nursing Team

5.15 Complaints about SEND provision

In the first instance, all complaints or concerns around SEND provision should be made to SEN@alderchs.uk for the attention of the SENDCo.

The school's formal complaints procedure can be found on the school website.

5.16 Contact details of support services for parents of students with SEN

We encourage families to access support from outside services as this can create opportunities to create additional support networks for families.

[Together Trust Special Educational Needs and Disabilities Information Advice and Support Service \(SENDIASS\) | Together Trust](#)

www.ipsea.org.uk

www.ourkidseyes.org

[National Autistic Society](#)

www.adhdfoundation.org.uk

5.17 The local authority local offer

Our local authority's local offer is published here:

[Home - Tameside SEND Local Offer](#)

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCo, Laura Huddleston and the Senior Leader with responsibility for SEND **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.

7. Links with other policies and documents

This policy links to the following documents:

- Accessibility plan
- Culture policy
- Equality information and objectives
- Supporting pupils with medical conditions policy