



**Endon High School
Special Educational Needs and Disability (SEND) Policy
Updated January 2026**

Member of Staff Responsible for the Policy: Headteacher (Mr A. Skelding)

Date last reviewed: January 2026

Date for next review: January 2027

Dissemination: Staff; Parents & Carers; Academy Council

Key Contacts

Member of Staff Responsible for the Policy: Headteacher (Mr A. Skelding)

SENDCo: Mr Aidan Jenkins – aidan.jenkins@endon.set.org

Assistant SENDCo: Mrs Donna Watt – Donna.Watt@endon.set.org

General enquiries: office@endon.set.org

Clerk to Academy Council (Complaints): Mrs J. Sawyer – secretary@endon.set.org

Principles

This SEND Policy is distinct from the School's SEND Information Report (SIR) and should be read alongside it. Together, these documents comply with the Special Educational Needs (Information) Regulations (Clause 64). The policy takes account of the Equality Act 2010, the Children and Families Act 2014 and the SEND Code of Practice 2014.

Aims

- Make reasonable adjustments for pupils with disabilities to increase access to the curriculum, the environment and information.
- Ensure that children and young people with SEND engage in school activities alongside their peers.
- Reduce barriers to progress by embedding the principles of the National Curriculum Inclusion Statement.
- Use best endeavours to secure special educational provision that is 'additional to and different from' within a differentiated curriculum, responding to the four broad areas of need.

- Request, monitor and act upon parent/carer and pupil views to ensure strong partnership working.
- Build staff expertise through targeted CPD and dissemination of effective strategies.
- Support pupils with medical conditions to access all activities through liaison with health and social care professionals.
- Work in partnership with the Local Authority, Shaw Education Trust schools and external agencies to secure a multi-professional approach for vulnerable learners.

What are special educational needs?

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. Special educational provision is educational or training provision that is additional to, or different from, that made generally for others of the same age in mainstream settings in England.

The four broad areas of need

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical

How does our school identify children who may have additional needs?

- Tracking of attainment and progress indicating lack of expected progress.
- Concerns raised by parents/carers, staff or previous settings.
- Pupil requests for help.
- Assessment by external professionals.

How will I know how the school supports my child?

- High Quality First Teaching (HQFT), differentiated to meet diverse needs.
- Reasonable adjustments (e.g., equipment, software, access arrangements).
- Quality assurance through observation, work sampling, data reviews and pupil/parent voice.
- Whole-school progress tracking using Arbor MIS and provision mapping.
- Assess-Plan-Do-Review (APDR) process to plan and evaluate support.

How will the curriculum be matched to my child's needs?

Teachers plan from prior attainment and needs, removing barriers through scaffolding, explicit modelling, adaptive teaching and appropriate resources (including ICT). A setting structure may be used in some subjects. Where required, support may also be delivered via the SEND Hub or MAP Room (Internal Alternative Provision).

MAP Room (Internal Alternative Provision)

The MAP Room is an internal alternative provision for pupils with specific, significant or ongoing needs that require a tailored and sustained approach beyond classroom

differentiation or short-term interventions. It provides a calm, structured environment with specialist supervision; personalised programmes designed through the APDR cycle; support for emotional regulation and behaviour for learning; targeted academic catch-up; and a clear pathway for re-engagement and reintegration into mainstream lessons where appropriate. Placement is planned and agreed with the SENDCo/Assistant SENDCo, pastoral staff, parents/carers and, where appropriate, the pupil. For operational details, see the MAP Room (Internal Alternative Provision) Policy.

External agencies and services we may involve

- Special Educational Needs Support Service (SENS)
- Autism Outreach
- Educational Psychology Service
- Physical and Disability Support Service
- Hearing/Visual Impairment Teams
- Child and Adolescent Mental Health Services (CAMHS)/Younger Minds
- School Nurse and Health Services
- Social Care and Local Support Teams

What support will there be for my child's overall wellbeing?

- Personal Development and Learning for Life curriculum (Years 7–11), including online safety.
- Pupil and parent voice mechanisms; rewards and behaviour systems to maximise learning.
- Targeted small-group interventions (e.g., social communication, resilience).
- Access to the SEND Hub at social times; MAP Room considered where appropriate.
- ELSA support as required; attendance monitored by pastoral teams.
- Careers information, advice and guidance to support post-16 transition.

How accessible is the school environment?

- Disabled parking adjacent to Reception.
- Ramp access across the site.
- Lift access to the first floor of the main building.
- Platform lifts for English department ground floor and main stage.
- Accessible toilets across the site.

How will the school prepare and support my child when joining or transferring to a new school?

On entry to Endon High School

- Planned transition visits in the summer term.
- Parent information events prior to entry.
- Meetings with parents of pupils known to have SEND.
- Liaison with previous settings and professionals to reduce concerns.

Transition to the next school

- Enhanced opportunities for pupils with SEND to meet staff in the next setting.
- From Year 9, annual reviews focus on preparing for adulthood and post-16 pathways.
- Involvement of external agencies to ensure accessible information for families.
- Supported visits to providers as appropriate; timely transfer of records.

How are the school's resources allocated and matched to children's special educational needs?

- In-class support from Inclusion Support Assistants.
- Small-group interventions (e.g., literacy/numeracy, nurture).
- 1:1 tuition or specialist programmes where appropriate.
- Support for educational visits where necessary.
- Bought-in services (e.g., assessments, therapy input).
- Specialist resources and software.
- Targeted CPD for staff.
- Use of SEND Hub/MAP Room facilities as appropriate.

How is the decision made about how much support my child will receive?

For pupils without an EHCP, support is determined using assessment data, individual needs, staff input and parent/carer feedback. For pupils with an EHCP, provision is set when the plan is produced and reviewed at least annually.

How will I be involved in discussions about and planning for my child's education?

- Meetings with subject teachers, Form Tutor, Progress Manager, SENDCo/Assistant SENDCo and senior leaders.
- Progress Day, Parents' Evenings and review meetings.
- PEP processes and EHCP reviews with the Local Authority and agencies as appropriate.

Who can I contact for further information or if I have any concerns?

- Form Tutor (first point of contact)
- Subject Teacher
- Progress Manager
- Assistant SENDCo / SENDCo
- Assistant Headteacher – Pupil Support/Progress
- Headteacher
- Academy Council
- Shaw Education Trust

For complaints, please contact the Academy Councillor with responsibility for SEND via the Clerk to the Academy Council (Mrs J. Sawyer) at secretary@endon.set.org.

Support services and further information

Staffordshire SEND Information Advice and Support Service (IASS):

<https://www.staffsiass.org>

Stoke-on-Trent SENDIASS: <https://sendiass-stoke.co.uk>

Staffordshire Local Offer (Staffordshire Connects): <https://www.staffordshireconnects.info>

SEND Code of Practice 0–25: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Related documents

- Endon High School SEND Information Report (current version available on the school website)
- MAP Room (Internal Alternative Provision) Policy
- Equality Information and Objectives
- Accessibility Plan

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