



# SEND Policy

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Senior Leader: R Wardle

## **SEND Policy**

*Incorporating the revised Code of Practice September 2014*

### **1. SCHOOL ARRANGEMENTS**

#### **1.1 Definition of Special Educational Needs**

High quality teaching, that which is differentiated and personalised, will meet the individual needs of the majority of students. Some students need educational provision that is additional and different to this. This is special educational provision under Section 21 of the Children and Families Act 2014.

Students are defined as having Special Educational Needs when they have a learning difficulty or disability, calls for special educational provision to be made.

A student of compulsory school age has a learning difficulty or disability if she or he:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in a mainstream schools.

A student with identified special educational needs will be in receipt of 'Targeted School Support' (K- SEND Support). A few students will meet the criteria for a higher level of additional support through an Educational Health and Care Plan (EHCP).

#### **1.2 Categories of SEND**

The Code of Practice instructs that, as from September 2014, the categories of SEND will be set in the following broad areas of need:

##### **Cognition and Learning Needs:**

Specific Learning Difficulties (SpLD) eg dyslexia, dyspraxia, dyscalculia

Moderate Learning Difficulties (MLD)

Severe Learning Difficulties (SLD)

##### **Communication and Interaction Needs:**

Speech, Language and Communication Needs (SLCN)

Autistic Spectrum Condition (ASC)

##### **Social, Emotional and/or Mental Health Needs (SEMH):**

Attention Deficit Disorder (ADD)

Attention Deficit Hyperactive Disorder (ADHD)

Oppositional Defiant Disorder (ODD)

Mental Health difficulties eg Anxiety, Depression

Attachment Disorder

Behaviour reflecting underlying health difficulties

**Sensory and/or Physical Needs:**

Hearing Impairment (Hear)

Visual Impairment (Vis)

Physical (Phys)

Multisensory impairment

Medical (Med)

A student would not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which they are or will be taught. However, such students do receive support through the English as an Additional Language staff and programmes.

### **1.3 Supporting pupils with medical conditions**

Where students with SEND also have medical needs, their provision is planned and delivered in a coordinated way with the health care plan. Great Sankey High School has regard for the statutory guidance supporting pupils at school with medical conditions (DfE, 2014). Further details are available in the school's policy Supporting Pupils with Medical Conditions Policy

### **1.4 More Able or High Prior Attainers**

More able and High Prior Attainers would not be registered on the Special Needs Register, but will be recognised by school and have the right to challenging and appropriate work. Each department and the relevant Progress Leader for the year is responsible for ensuring that suitable activities and opportunities are provided both within the classroom and beyond.

### **1.5 Special Educational Needs within Great Sankey High School**

#### **Monitor/Watch (W)**

This is an informal, non statutory coding. Students who are presenting as causing concern, or those whose needs can be met by high quality teaching, but staff need awareness of specific individual needs will be flagged. The SEND team and year team will monitor their progress closely. If there is no improvement or deterioration then this will be promptly reviewed and students will be involved in the assess, plan, do and review cycle.

#### **School Support (K)**

Students with Special Needs and or disabilities, who do not have an EHCP will receive intervention at either a universal or targeted level. Support at this level may include access to smaller class groups, or attendance at targeted/specialist interventions. In class adult support may also be appropriate for some students. In some circumstances, additional advice may also be sought from external professionals, e.g. Educational Psychologist, ASC

advisor, Speech and Language Therapist, and the school's Pastoral Support Team if deemed necessary. When a student receives a diagnosis, they will be issued with a Pupil Passport to inform their subject teachers on how best to meet their individual needs within the classroom. Students may also be in receipt of a pupil passport without a diagnosis as a way to remove barriers, share strategies and to inform staff of the best way to support. These will include pupil views wherever possible.

## **Education, Health and Care Plan (EHCP)**

Students whose needs cannot be met through universal or targeted support and/or require a higher level of additional support will be referred to the Local Authority for an Educational, Health and Care Needs Assessment (EHCNA). Students who are allocated a EHCP may receive additional funding from the LA or Health Trust, depending on the nature of the needs identified. Within the EHCP, provision and funding will be stated and reviewed on an annual basis under the statutory framework for EHCPs.

## **2. Aims and Principles**

The Governors and staff at Great Sankey High School recognise that all students have a right to a broad, balanced, relevant and differentiated curriculum.

We aim to ensure that Great Sankey High School is a safe, inclusive community providing an environment where excellent teaching and pastoral care empowers all students to be active learners, to celebrate diversity and to realise their potential.

We aim to:

- Ensure that our curriculum is responsive and adapts to all students whatever their individual need
- Promote **growth** and encourage a community where everyone is encouraged to develop confidence in their own strengths and abilities in the face of difficult experiences and challenges
- Be a community where staff and students show **respect** to each other, to visitors, to the environment around us, and where we value diversity
- Strive for **excellence**, whether it be in or out of school, understanding that by seeking to be the best you can be you open the path to success
- Be a community where students and staff **aspire** to be the best they can be with the highest hopes for their future
- Be a community where we all recognise that it is by working together and for each other, and through **teamwork**, that great things can be achieved.
- Identify, assess, record and review students' special needs following the four-part cycle of assess, plan, do, review.
- Work collaboratively with parents and carers, ensuring they are involved in supporting and co-producing plans at all stages of their child's development
- Make effective use of support and additional services available
- Meet the expectations and statutory guidance as outlined in the Code of Practice.

All students in KS3 and KS4 are entitled to have access to the full range of the curriculum at Great Sankey High School. Students in KS5 are also entitled to full access to their chosen courses at Barrow Hall College. Supporting students with Special Educational Needs and/or Disabilities is the responsibility of all staff. The Code of Practice (CoP) highlights that every

teacher has a responsibility for the progress of their students with SEND and is expected to respond with high quality teaching, appropriate adapted teaching practices and specific strategies; this is referred to as Quality First Teaching (QFT) and is the school's first response when meeting a student's special educational needs and/or disabilities. At Post-16, SEN support is delivered via the sixth form team, in liaison with the SEND department. Students with an identified need who join Barrow Hall College are issued with a Pupil Passport, and an appropriate transition plan is developed so that teachers can support appropriately.

The school also contains a specialist SEND base provision for all students. Support within this provision includes teaching delivered in smaller groups such as the Think Reading/ELSA programme, social skills or 1:1 support as required. Some students have this additional support built into their timetable dependent on their level of need. There is also a small sensory area in addition to the two classrooms which are fully manned to supervise students. More information can be found on the school's website, Warrington's local offer website –details of which can be found at the end of this policy.

Great Sankey High School aims to assist all students to achieve and develop by:

**1) Treating each child/young person as an individual bearing in mind his/her particular needs and the expectations and the needs of the school community through:**

- I. Implementation of the school's equality, SEND and behaviour policies
- II. Implementation of appropriate SEN Learning Plans for students on the SEND register including those on K – SEND Support or those with an EHCP
- III. Recognition of achievement across a wide range of activities
- IV. Ensuring that records of the support provided and the progress made by individuals identified as having SEND are recorded and kept by school
- V. Building on the work started by primary schools for students with SEND through liaison with primary SENCOs, attending transitional meetings and working with primary learning support teams
- VI. Liaising with outside agencies to enable students with learning, emotional, medical or sensory/physical difficulties to access the curriculum
- VII. Raising students who have been flagged via the SEND referral system and internal concern systems, liaising with the academic teams, pastoral teams, and SEND teams to coordinate appropriate next steps

**2) Helping each child to achieve his or her full potential and to appreciate and value his or her own strengths through:**

- I. The celebration of success using the school's reward system
- II. The setting of appropriate targets for learning and behaviour together with a review of achievement of these
- III. The responsibility of each subject teacher to build confidence and self-esteem by planning and adapting the curriculum in ways which will allow every student to experience success and challenge
- IV. The responsibility of each subject teacher to employ a range of strategies to support students' behaviour and learning needs
- V. The provision of a broad, balanced and relevant curriculum which meets National Curriculum requirements.

- VI. Identification of special educational needs as soon as possible in order to ensure early and appropriate intervention
- VII. The provision of additional support and/or resources in a way that improves a child's access to a broad and relevant curriculum and does not bar them from future opportunities in any curriculum subject
- VIII. Encouraging involvement in extracurricular activities
- IX. Ensuring that appropriate training is provided for those Teaching Assistants working with identified students with language and communication difficulties
- X. Providing members of the pastoral or learning support teams to work with those students who have emotional, social and behavioural problems and are experiencing difficulties in accessing the curriculum.

**3) Providing a safe and secure learning environment within which each individual is valued and respected through:**

- I. Implementation of the school behaviour and anti-bullying policies
- II. Ensuring that students with special educational needs and/or disabilities are an integral part of the school community
- III. Helping students with physical needs become an integral part of the school community
- IV. Ensuring disabled toilets are available for the use of relevant students and allocating, as appropriate, a Teaching Assistant when necessary to support with health and hygiene
- V. Carrying out reasonable adjustments to the school premises and/or timetable to improve access to those students with special needs/disabilities
- VI. Ensuring the safety of school buildings eg stairs and bridges by carrying out regular risk assessments
- VII. Working alongside the sensory services to ensure the school's layout meets the needs of students with a Physical Disability.

**4) Preparing each child for the choices, opportunities, responsibilities and experiences of adult life through:**

- I. Aiming to ensure that each child leaves school with the core skills (such as literacy, ICT, numeracy and social skills) which they will need in adult life
- II. Particular emphasis on early considerations of career opportunities and ensuring input from the Careers Advisor
- III. Encouragement to take responsibility for their learning and development through the review process as well as through responsibility for monitoring targets, where appropriate
- IV. Ensuring identified vulnerable students are supported on Work Experience and are adequately prepared for Work Experience

**5) Working in partnership with parents/carers of students with Special Educational Needs and/or Disabilities, to further their child's education by:**

- I. Recognising SEND referrals from parents/carers
- II. Keeping parents/carers informed of the progress of their child with respect to the targets set for learning and the review of those targets in addition to the usual reporting process
- III. Inviting parents/carers to reviews for students with EHCPs and encouraging contributions and coproduction to any review and targets
- IV. Advising parents/carers as to how they can support the learning of their child at home
- V. Close liaison regarding strategies to improve behaviour for students with behavioural, social, emotional and mental health difficulties

- VI. Meeting with parents/carers and taking into consideration their views when co-producing and formulating SEND support plans for students with an EHCP or K SEND support students

### **3. ADMISSIONS ARRANGEMENTS FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES**

Great Sankey High School strives to be a fully inclusive school. We acknowledge and recognise the range of issues to be taken account of in the process of individual development. All students are welcome, including those with special educational needs, in accordance with the LA and School Admissions Policy. The school does not differentiate between students with special educational needs and/or disabilities and other applicants. According to the Education Act 1996, (section 316), the school will admit a child with an EHCP to the wishes of their parents/carers unless this is incompatible with the efficient education of other students, and there are no reasonable steps that can be taken to prevent the incompatibility. The Local Authority will consult with school on the suitability of a placement and appropriate levels of funding and support.

### **4. ROLES AND RESPONSIBILITIES WITHIN THE SCHOOL:**

**Supporting students with Special Educational Needs and/or Disabilities is the responsibility of all our staff.**

#### **4.1 The role of the Governing Body**

The Governing Body, together with the Headteacher, have a legal responsibility for overseeing all aspects of the school's work, including the provision for students with special educational needs and/or disabilities, and for doing their best to ensure that the necessary provision is made for any pupil who has SEND. They are responsible for ensuring that:

- all legal requirements are met
- Every effort is made to secure the necessary provision for any student who has special educational needs and/or disabilities
- Qualified teachers are appointed to act in the role of SENCO and they meet the DfE criteria for SENCO. They will take responsibility for all aspects of special educational needs and/or disabilities in the school
- There is an attached leadership member to the SEN department.
- Information regarding a student's special educational need and/or disability, once known, is circulated to all who teach the student; this is through the Learning Plan.
- Teachers in school are aware of the importance of identifying and providing for those who have special educational needs.
- There is effective integration of students with special educational needs and/or disabilities within the school
- The prospectus, and school website, contains information on provision for SEND

- The school makes reasonable adjustments to enhance accessibility for students with SEND

The designated Governor for Special Educational Needs and/or Disabilities is appointed by the Governing Body.

#### **4.2 Headteacher**

The Headteacher has overall responsibility for the management of provision for students with SEND and keeps the governing body and trust, fully informed through a close working relationship with the SENDCo.

#### **4.3 The role of the SENDCo (Special Educational Needs and Disabilities Coordinator)**

The SENDCo works closely with all staff, the Headteacher, parents and outside agencies ensuring the best possible provision for students with SEND.

With the support of the SEND Leadership Team, they are responsible for:

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating provision for students with SEND
- Ensuring the involvement of parents and guardians of SEND and liaising with them
- Advising on the Graduated Approach to providing SEND support, liaising with and advising other members of staff
- Helping to identify students with SEND, assessing and planning for progress
- Maintaining the school's SEND register
- Advising on the deployment of the school's delegated budget and other resources to meet student's needs effectively
- Liaising with feeder primaries, other schools and alternative provision, as well as external professionals including those in health and care
- Being a key point of contact with external agencies, especially the local authority and its support agencies
- Liaising with potential and next stage providers of education to ensure a student and their parents are informed about options and a smooth transition is planned
- Managing teaching assistants, with the support of the SEND leadership team
- Supporting the professional development of teaching assistants and overseeing their line management and performance management
- Regularly liaising with the governors' representative
- Ensuring students are assessed for and receive the appropriate exam access arrangements.

#### **4.4 The role of the SEND Leadership Team**

The SEND Leadership Team consists of the linked SLT member, the SENDCO, Assistant SENDCO, SEND administrator and HLTA.

The team is responsible for:

- The day to day operation of provision made by the school for students with SEND in line with the SEN Code of Practice and this policy



- Managing and developing the SEND Leadership team, TAs, and as needed, Pastoral Team and teachers
- Liaising with the linked SLT, Pastoral Team and Progress Leaders on all matters of SEND
- Monitoring the SEND register
- Establishing a timetable of classroom support, withdrawal and additional support which aims to meet the needs of students with learning difficulties and SEND
- Organising and managing special targeted learning programmes, eg Think Reading, Literacy and Numeracy programmes, Speech and Language programmes and others as relevant and appropriate
- Monitoring students' progress on the above programmes
- Devising and monitoring SEND Learning Plans and ensuring these are regularly reviewed where these are put into place; these will only be used when information cannot be readily recorded or transmitted in other ways
- To carry out student observations to inform strategies and advice for staff and to inform professionals for referrals of support and identification
- Providing direction for other staff in this area of work including the identification and coordination of the delivery of appropriate training
- Ensuring that the school's SEND policy and practice identify and meet the needs of students resulting in improved standards of achievement and progress
- Encouraging/supporting colleagues with adaptive teaching practices in lesson time
- Evaluating the effectiveness of the involvement of staff from outside agencies and within the SEND team
- Effective liaison with parents/carers, outside agencies, feeder primary schools and, from those students transferring from other secondary schools, or alternative provision, liaison with the attached SLT, SENDCOs and the former schools
- Preparing and forwarding the required documentation and reports for statutory assessment and review(s)
- Together with Warrington Borough Local Authority (or other LAs if appropriate), organising meetings to update and review EHCPs and their outcomes
- Identifying and assessing students for exam concessions and informing parents/carers, and appropriate staff of identified and approved needs
- Ensuring students are adequately supported in both internal and external examinations and assessments
- Contributing to senior management discussions on issues pertaining to Special Educational Needs and/or Disabilities
- Monitoring new developments and supporting inclusion into the school
- Ensuring the effective use of resources

The SENDCO team are accountable to:

- I. The allocated member of the SLT who has line management responsibility for the team
- II. Headteacher
- III. Governing body, namely the designated Governor for SEND
- IV. CEO of the Trust

for the resources, including personnel, made available in respect of SEND.

The SLT link will meet fortnightly with the SENDCo and will be updated on the operation of the policy. SEN Leadership team aim to meet fortnightly. The SENDCo will attend SLT meetings each month to provide a report and, as needed, will produce a SEND report to the Governing Board.

#### **4.5 The role of the SEND/Learning Support Team:**

- To provide in-class, small group, 1:1 withdrawal and examination support as appropriate
- To provide withdrawal provision as required
- To coordinate and monitor identified students' progress on intervention programmes
- To coordinate the specialist programmes for those students identified as having Social, Emotional and Mental Health difficulties
- To offer mentoring for students who are referred by the year team or SENDCo
- To provide follow up support to the Speech and Language therapist sessions, or CAMHS sessions
- To facilitate intervention programmes
- To provide advice and support for staff, parents/carers and students in relation to students' special educational needs and/or disabilities
- To contribute to the identification, assessment, communication and review of progress for students with special educational needs and/or disabilities including support during the review process for students
- To facilitate and coordinate certain extracurricular activities
- To support vulnerable students during social time
- To assist with diagnostic assessment and marking, analysing the data to inform appropriate pathways and support

#### **4.6 The role of the Year Teams/Progress Leaders**

- To take joint responsibility for the identification, communication, support and reviewing of students identified as having a learning need, or being referred for identification, as having Social, Emotional and Mental Health needs.
- To assist in monitoring those students with identified special educational needs and/or disabilities within the year group and liaise regularly with the SENDCo team regarding their progress
- To assist in the maintenance of the SEND register by promptly informing the SENDCo of any changes which need to be made in respect of stage or newly identified students.
- To assist with mentoring and interventions of SEN students where appropriate.
- To contribute to the identification, assessment, communication and review of progress for students with special educational needs and/or disabilities including support during the review process for students

#### **4.7 The role of the subject leaders**

- To promote the provision for special educational needs and/or disabilities in their subject area by liaison with the SENDCo teams through the development of appropriate materials, teaching approaches and adaptive practices.
- To ensure information is provided to support the operation of this policy
- To monitor the progress of all students with appropriate tracking
- To ensure teachers are upholding their responsibility for quality first teaching and adaptive teaching strategies
- To develop and deliver appropriate wave 2 department intervention for students who are not meeting expectations

- To maintain records of interventions used to support students' progress.

#### **4.8 The role of teachers**

Staff at Great Sankey High School are involved in the development of the school's SEND policy and implement the procedures for identifying, assessing, and making provision for pupils with SEND, including planning for differentiation and adaptive teaching. The identification of SEND is built into the overall approach to monitoring the progress and development of students. Subject teachers are responsible for working with students on a daily basis and closely monitor students involved in interventions away from the main class. Teachers work closely with teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

- To ensure that they are aware of the individual needs of the students with special educational needs and/or disabilities by reading and applying the Learning Plans.
- To track and monitor the progress of students, using adaptive teaching strategies to meet the needs of those who are not meeting expectations, and supporting with intervention as needed.
- To refer any student to the SENDCo team with any concern relating to special educational needs and/or disabilities
- Liaison with parents and carers with regards to any concerns
- To engage with training and support to develop understanding, skills and strategies to support all students in a fully inclusive way

#### **5. Identification and Assessment of Special Educational Needs and/or Disabilities**

Any member of staff or parent/carer can refer a student for any of the categories of SEN. Information to support the referral must follow the Graduated Approach and may be gathered from one or more of the following relevant areas:

- Previous schools
- Results of objective tests such as Progress Tests, CATs, NGRT etc
- KS2 results
- Results of other tests available in such tests as SDQs, DASH, CTOPPS, WIAT and Dyslexia and/or Dyscalculia screening tests
- Examination and or assessment results as appropriate
- Observations, including teacher observations
- Tutor and Year team observations
- Parents/carers
- Others as appropriate

As a result of particular assessments, and following the Graduated Approach, those students recognised as having SEN will be registered on the school SEND register in line with school procedures.

#### **6. COMMUNICATING SEND**

It is important that all those with a parental, pastoral or teaching responsibility for student with SEND are informed of their needs and any appropriate actions required or targets set.

It is also necessary for the Examinations Officer and School Office to be aware of needs for specific students. The SEND team is responsible for this process in line with school procedures; however, this is often delegated to Year teams for students with Social, Emotional and Mental Health needs.

If a student has an EHCP, they will be automatically placed on the SEND register and will be issued with a SEN support plan directly relating to the long-term outcomes set out within their EHCP. Their long-term outcomes will be broken down into targets and these will be reviewed termly. Their EHCP will be reviewed, in line with statutory guidance, on an annual basis at their Annual Review.

If a student is recorded as K on the SEND register they will fall into one of the following categories:

- Be in receipt of a number of sustained targeted school interventions and/or accessing a specialist intervention. Their progress is being monitored through a SEND support plan and will be monitored termly
- Be in receipt of a Learning Plan, an individualised plan, which advises teachers on the adaptations to the curriculum students require to access their learning. The Learning Plan will be updated on a yearly basis and parents/carers, along with the students, will have opportunities throughout the year to discuss their progress with the SEND, pastoral and/or year teams.
- Have a range of access arrangements in addition to Extra Time
- Be educated at an alternative provider such as Kassia

All students who are identified at a School Support (K) or EHCP (E ) level will be registered on the School's SEND register. Information recorded will include their category of need. The SENDCo Team will ensure this is updated at the beginning of each academic term. This information will be available on the school's Share Point and Bromcom system. Provision Map is also used to track SEND external reports, external interventions, parental contacts, reviews and other milestones. Provision mapping is used to track both internal and external interventions, access arrangements and other matters relating to SEND.

In addition, all students with an EHCP and some K students will be in receipt of a SEND support plan. SEND support plans can be found on Provision Mapping and Bromcom and will have the following information recorded:

- Stage and category of Special Educational Needs
- Any other relevant information
- Support provision
- Short term targets together with actions required, assessment/monitoring procedures and outcomes
- Student views
- Coordinator of the SEND plan and key person

A copy of the SEND support plan is available on Provision Mapping to be accessed by all relevant staff as well as on Bromcom. A copy is shared with the parent/carer and student. Parents/carers will be provided with an opportunity to meet with a member of the SEND team to discuss the SEND support plan and their child's progress.

Parents/carers are kept informed by teachers and encouraged to be involved in the support of their child whenever possible, irrespective of the SEND code. Where there is a concern that parents need extra support, the staff would refer them to the Early Help Team in consultation with the family and this process would be used to identify areas for change and engage support from other professionals.

## **7 Resources and management of provision**

### **7.1 SEND communication**

The SLT link and SENDCo meet fortnightly to discuss SEND issues.

Members of SEN leadership team meet with class teachers to give advice and support. SEND policy and provision are discussed regularly at both staff and departmental meetings in order to raise the achievement of students with SEND. Special needs provision is an integral part of the School Development Plan.

The SENDCo meets regularly with the Teaching Assistants to review progress and give advice, and monitors the placement of TA support throughout the school. This is dependent on the SEND requirements and this placement may change as the needs of the students change. There is opportunity for informal daily contact between staff to discuss concerns.

The school received additional learning support as part of its overall budget each year to support students with SEND. This is known as a nominal SEND budget. Individual students with an EHCP may have additional funding in order that the school can meet their specific needs.

### **7.2 Allocation of resources matched to need**

Resources are used to provide the following:

- Smaller teaching groups for students with learning difficulties
- Teaching assistant in KS3 and KS4 as appropriate
- In class support for an individual or group
- Additional teaching through special programmes aimed at particular needs
- Purchase of specialist equipment
- Adapted PE equipment for students with physical disabilities
- Funding for the withdrawal or specialist programmes
- Time for the SEND teams to review with students the support offered and progress made
- Time for the SEND team to work with colleagues or particular students
- Time for Year teams to work with students with special needs
- Time for staff to support, observe or otherwise work with students with SEND including Social, Emotional and Mental Health issues
- INSET time for departments and whole school to develop specific courses or teaching styles aimed at meeting particular group needs
- Necessary administrative support
- ELSA trained staff
- Provide after school interventions to support learning and social communication needs
- Provide support for social times to support vulnerable students

### **7.3 Allocation of in class support**

When allocating in class support to classes the following factors are considered:

- The school's commitment to early intervention means that Key Stage 3 is a high priority and particularly so in Year 7
- The needs of students with an EHCP
- The focus on improving literacy, numeracy and oracy skills
- Level of literacy, numeracy and oracy required by the subject
- The need to ensure a safe working environment for students with physical needs, poor motor skills or medical conditions
- The efficiency of support in terms of student groupings
- The effectiveness of support in terms of staff expertise
- The amount of support available
- Individual staff expertise

### **7.4 Additional Teaching Time/Intervention**

Additional teaching is matched to student need. Other specialist programmes are provided during lesson time or form time. Identified students also receive one to one teaching to enhance their literacy and numeracy skills. Where withdrawal from lessons occurs, care will be taken to ensure that students are still receiving a broad and balanced curriculum, and that the extra support does not limit their future opportunities within any subject area.

### **7.5 Social Times**

Support during social time is also given to students who are vulnerable, have difficulties managing their behaviour or who find unstructured environments challenging.

### **7.6 Site accessibility**

The school is fully accessible to wheelchair users. Suitable toilet facilities are available. Where a student has a disability, the SENDCo and class teachers make sure that all adults are informed about effective management strategies and that other students are made aware as appropriate. Advice is sought from outside agencies on how best to provide for the student's needs and this advice is accessible to all adults working with the student through the Pupil Profiles. Arrangements are made to allow as much independence as possible, but with support available as and when necessary. These students will have a support plan and an accessibility plan, where necessary this will include a risk assessment.

### **7.7 Human Resources**

#### **7.7.a Support staff:**

The following roles are employed by the school:

- SENDCo
- Assistant SENDCo
- SEND Administration
- HLTAs
- A team of Learning Support Assistants

- Progress Leaders, Pastoral Leaders and Assistant Pastoral Leaders in each year group
- Alternative Provision Lead
- School Counsellors
- Pastoral Support team, including attendance.
- Specialist Neurodiversity counsellors.

#### **7.7.b Educational Psychologist**

The school has an attached LA Educational Psychologist. They:

At present our Local Authority only provides an Educational Psychologist for an EHCP applications.

- a) Contribute to the application of EHCP where necessary.
- b) Undertake assessment/testing at a School Support level as necessary
- c) Provide advice and support to Pastoral Teams and the SEND teams
- d) Deliver staff training
- e) Co-ordinate and attend meetings

#### **7.7.c Other agencies:**

The school has access to a range of LA support services, Health and Social Services and also liaises with various other agencies.

Members of the SEN leadership team attend annual meetings to receive information about SEND students from primary school staff. The SENDCo and/or Assistant SENDCo attends Year 5/6 Annual Reviews of students with an EHCP whenever possible.

The SENDCo attends Local Authority network meetings, which provide Great Sankey High School with opportunities to share best practice, problem solve and obtain local and national updates on SEND provision.

These meetings are in addition to the general pastoral liaison work undertaken for all new intake students.

#### **7.7.d Services for Hearing or Visually Impaired Students**

The SENDCo team liaise with the relevant LA specialist teams in order that students can be monitored and supported. Parents/carers are invited to the review and results communicated to all relevant staff

#### **7.7.e School Careers Advisor**

The SEND team and year teams liaises with the school's careers officer to disseminate information concerning SEND students. The relevant careers advisor is invited, as needed, to attend Annual Reviews for students with an EHCP during transition years.

#### **7.7.f School Attendance Officer**

The school employs a team of attendance officers who meet with the Year team to identify attendance and welfare issues and work with individuals and their families to improve attendance. This is also supported by the SLA with the LA for an LA Attendance Officer who advises and works alongside the team to engage families.

#### **7.7.g Services for students who are neurodiverse**

The SEND team buys in support from the ADHD Foundation. This bi-weekly support provides significant expertise. The advisory teachers are able to undertake student observations, provide therapeutic counselling, attend parental/carer meetings and annual reviews and offer advice and guidance. The SLA also provides regular training opportunities for staff and parents/carers. School also makes use and accesses support from ADDvanced solutions which is part of the SLA with LA Warrington.

#### **7.7.h The Speech and Language and Health Service**

This service works with school as appropriate and when the service is available to the students. They also meet the needs of students / direct school to complete interventions as outlined in their individual EHCP.

#### **7.7.i The Physiotherapy and Occupational Therapy Services**

This service works with school as appropriate and when the service is available to the students. They also meet the needs of students, or direct school to complete interventions as outlined in their individual EHCP.

#### **7.7.j School Health Services and Social Services**

This service works with school as appropriate and when the service is available to the students. They also meet the needs of students, or direct school to complete interventions as outlined in their individual EHCP.

### **8. REVIEW PROCEDURES**

#### **8.1 Identification, assessment and review**

The progress of students is assessed by staff as part of the school's assessment and feedback policy. Where progress is slow, or below expected, the first response is high quality targeted teaching. Slow progress and low attainment do not necessarily mean that a student has SEND.

All those working with students are alert to emerging difficulties and respond early. In deciding whether to make special educational provision, the Headteacher (or SLT link) and SENDCo consider all the information gathered from within the school about the student's progress, alongside national data and expectations of progress.

Where more specific assessment is deemed to be necessary, this will be facilitated by the SENDCo who may then involve other professional from outside the school. The information gathering will include an early discussion with the students and their parents. Great Sankey High School recognises that parents/carers know their child best and we ensure we listen to and understand when parents/carers express concerns about their child's development.

Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of their parents/carers.

When a child is identified as requiring SEND support, the school employs a Graduated Approach of Assess-Plan-Do-Review adopting the recommended model for SEND as set out in the Code of Practice (DfE 2015). The LA SEND guidance is used as a guide for the identification, assessment and provision for SEND, and the forms provided are used for record-keeping. A register of pupils with SEND is kept as a legal requirement.



Criteria for identifying SEND may include:

- A child's early history and/or parental/carer concern
- Low entry profile
- A student's lack of progress despite receiving a differentiated curriculum
- Low achievement in the National Curriculum ie significantly below the suggested level for their age
- Requiring greater attention in class due to additional needs in the areas of:
  - Communication and interaction
  - Cognition and learning
  - Social, emotional and mental health difficulties
  - Sensory and/or physical needs
- Requiring specialist material/equipment or support for sensory/physical problems

The SENDCo and teachers, together with specialists, and involving the students, parents/carers consider a range of teaching approaches, appropriate equipment, strategies and interventions in order to support the student's progress. Outcomes are agreed and progress reviewed up to three times a year through the school reporting systems, including parent evenings and reports.

Where, despite the school providing SEND support, a student has not made expected progress, school and parents/carers may consider requesting an Education, Health and Care Needs Assessment (EHCPNA) by the Local Authority. The LA will expect to see evidence of at least two terms and the action taken by the school as part of SEND support.

## **8.2 Reviews (excluding Annual Review of the EHCP)**

Reviews of students with SEND support are held regularly and led by members of the SEND team along with teachers and other support staff. They provide an opportunity for parents/carers to share their concerns and together, with the student and staff, agree aspirations for the student.

For all categories the review of information will include relevant aspects of the following:

- Objective test results e.g. NGRT, Progress Assessment Tests, additional school tests and assessments
- Attendance figures and behaviour log information
- Date on progress collected from subject areas, alongside teacher comments
- Any suggestions from staff on future targets
- Support staff reports
- Student input and views
- List of possible targets related to areas of difficulty
- Parental/carer comments

Copies of any new Pupil Passports and/or SEND support plans will be sent to parents/carers, teaching and pastoral staff.

### **Cognition and Learning**

Class teachers will monitor progress in their subjects and this will feed into the review. Information collected will include the appropriate information from above.

## **Social, Emotional and Mental Health Needs**

Class teachers will monitor progress in the classroom areas and comment on the extent to which targets are achieved.

## **Sensory and/or Physical Needs**

The SENDCo team will liaise with the appropriate LA agencies so that the school has the necessary information to meet the students' needs. In the case of Hearing or Visually Impaired students the relevant Support Teacher tests and monitors the progress of these students.

The SENDCo team will let parents/carers know of review arrangements and parents/carers may attend if they wish. Summary of the outcomes are sent to parents/carers, class teachers, relevant pastoral staff as well as filed on the student file.

## **Communication and Interaction**

The SENDCo team meets with, and liaises closely with the Speech and Language Therapist team, or CAMHS. Summaries of the outcomes are sent to parents/carers, class teachers, relevant pastoral staff as well as filed on the student file. Training is also available to staff as needed.

## **8.3 Annual Review of students with an EHCP**

Information collected will include that listed above, but in addition the student's subject teachers plus their pastoral staff will be asked to report on progress made by the student with specific regard to the overall aims and targets identified on the EHCP. A formal report from the school will be produced prior to the review and sent to those invited to attend. Contributions from parents/carers and students will also be sought.

Invitations to attend will be sent to the student, parents/carer, relevant support staff, tutor or Year team and other relevant agencies involved with the student such as the Educational Psychologist, Attendance Officer, Social Worker, CAMHS, etc. The school ensures that the student meets with the Careers Advisor before the Annual Review, where applicable, and their report feeds into the meeting.

As a result of the review, the original report, together with the views of the parents/carers and student, are sent to the LA for consideration together with any additional notes. If a change in provision or named school is to be discussed the school will invite a member of the LA team to attend the meeting. Following the submission of the paperwork to the LA, the EHCP may be continued, amended or may be discontinued depending on the needs of the student. Any changes to the EHCP will be communicated by the LA to those with parental responsibility; the school will circulate any updates to those with teaching and pastoral responsibility. A summary of the review and its outcomes will be circulated to those with parental, teaching and pastoral responsibility.

## **9 EVALUATING AND RECORDING PROCESS:**

The progress made by an individual student will be measured through the following relevant criteria:

- Achievement of targets
- Progress towards overall aims
- Progress in tests and examinations
- Growth in confidence and self-esteem
- Comments from staff regarding attitude to study
- Greater independence in work
- Response to support offered
- Improved behaviour or social integration

## **10 POLICY REVIEW AND EVALUATION PROCEDURES:**

The success of the SEND policy operated by the school will be based on the overall progress made by students on the SEND register together with the effectiveness and efficiency of the system with regard to identification, assessment, communication, review and resource management.

There are half-termly SLT meetings and Governor reports as requested, in addition to regular meeting with the link SEND governor. The SEND leadership team develops an annual action plan and annually reviews the SEND information report.

The implementation of this policy will be monitored by the SEND governor. This policy will be reviewed and updated annually.

## **11 FUTURE DEVELOPMENTS**

The school development plan will identify any issues relating to SEND development. Development planning will take place on an annual basis and in consultation with the SENDCo.

## **12. ARRANGEMENTS FOR CONSIDERING COMPLAINTS ABOUT SEND PROVISION IN SCHOOL**

If a parent/career is concerned about SEND provision, initial contact should be made with the SENDCo or SLT link. A meeting or phone call will be arranged to discuss the concern. It is hoped all concerns will be addressed in a timely and successful manner through consultation and discussion with the SEND leadership team.

The Parent Partnership Service is available to support parents in meetings concerning their child's progress and welfare: Mr Iain McDonald 01925 442978 email:

[imacdonald@warrington.gov.uk](mailto:imacdonald@warrington.gov.uk)

In the event of a formal complaint parents/carers are advised to contact the Headteacher and to follow the school's complaints procedure in the first instance.

**Further information**

Link to the local offer <https://www.warrington.gov.uk/local-offer-send>

Great Sankey High School's:

- SEND Information Report and Local Offer,
- Accessibilty Plan,
- Equality and Diversity Statement
- and Supporting Pupils with Medical Conditions Policy

can be located here: [Policies and Reports | Great Sankey High School](#)