



TOTTINGTON
HIGH SCHOOL

Special Educational Needs Policy 2025-2026

Our Vision

At THS we aim to create a happy, safe and welcoming environment where everyone is valued and aspires to achieve their best.

We want our school community where we look after each other. We want our pupils to work hard to achieve their potential and be successful in the future.

We will accomplish this through:

- Kindness
- Enthusiasm
- Excellence

Tottington High School Policy for Special Educational Needs

This policy accepts the definition of SEN as set out in the Revised Code of Practice 1.3

1. Aims and Objectives

- 1.1 The Academy Council and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and ensure that, where the headteacher or the appropriate Academy councillor has been informed by the Children's Service Authority (CSA) that a pupil has special educational needs, those needs will be made known to all who are likely to teach them.
- 1.2 The staff and Academy Council in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.
- 1.3 Headteacher, staff and Academy Council will draw up and report annually to parents on the policy and effectiveness of the school's work for pupils with special educational needs.
- 1.4 The staff will ensure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources
- 1.5 The staff and Academy Council of the school are working closely with the Bury SEND Network to make links with other schools in the interests of children with special educational needs.

2.0 Responsible Persons

The responsible person for SEND is **Mrs Louise Jaunbocus-Cooper**, Interim Headteacher

- 2.1 The person co-ordinating the day-to-day provision of education for pupils with special educational needs is the SENCO **Mr Aqib Ishtiaq** (ref Code 6.3.2 Secondary)

3.0 Admission and Inclusion

- 3.1 All the teachers in the school are teachers of children with Special Educational Needs. As such Tottington High School adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority. The school operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes both those children with Education, health and care plans and students who being supported as part of our graduated approach at SEND support level.
- 3.2 Inclusion is integral to what we do here at Tottington High School, with a designated provision called PEEL. Here, a bespoke package of support and interventions is offered, to SEND and vulnerable pupils who struggle to access the curriculum due to poor attendance and EBSA. Interventions are tailored towards the individual needs of pupils and are aimed at providing them with the appropriate tools and strategies to succeed in the classroom

4.0 Access to the Curriculum

- 4.1 All pupils follow an ambitious, broad and balanced curriculum. Where pupils have special educational needs, a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.
- 4.2 The school will make provision for pupils with special educational needs to match the nature of their individual needs and the class teacher and SENCo will keep regular records of the pupils' special educational needs, the action taken and the outcomes.
- 4.3 There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.
- 4.4 The curriculum will be adapted to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach; however, all pupils will receive quality first teaching as stated in the COP 2014.
- 4.5 Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs through adaptive and responsive teaching. Teaching Assistants work closely with teachers to help adapt further learning opportunities for SEND pupils.
- 4.6 Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.
- 4.7 The school promotes inclusion both in the classroom and at break times/mealtimes as all pupils are encouraged to play an active role in school life. Pupils can attend the SEND Hub and SEND Homework Clubs to receive support with homework and social skills. This area is manned during lesson times to support students who are dysregulated and at social times as a drop-in with Curriculum Support staff supervising.
- 4.8 Tottington High School has a broad enrichment and extra-curricular offer which is inclusive of all SEND pupils. SEND pupils are prioritised for careers advice and guidance.

5.0 Providing the graduated response at SEN support and SEN support plus.

The school offers an ambitious, broad and balanced curriculum. When a pupil fails to make progress and shows signs of difficulty in any of the following areas despite quality first teaching: acquiring literacy and numeracy; presenting persistent behaviour, emotional and social difficulties; has sensory or physical problems; or communication or interaction difficulties, the school will place the pupil at "SEN support" and support that is additional to and different from the curriculum will be provided through Assess, Plan, Do, Review (APDR) cycles in a range of ways including:

- Classroom organisation and management
- In-class support by teacher/teacher assistant
- Withdrawal for evidence based, targeted intervention
- Personal reading schemes
- Readiness for school and SEMH Check-ins including self-awareness/esteem; developing resilience and coping skills
- Development of Social Communication Skills
- Use of specialist equipment
- Alternative teaching strategies

The resources allocated to pupils with special educational needs will be deployed as recommended in the revised Code of Practice. Parents will be informed and pupils will be involved in decisions taken at this stage. If a pupil does not make progress despite the school taking the action outlined, advice will be sought from the appropriate support services referred to in Section 7 and the APDR will be amended accordingly.

6.0 Identification and Assessment – a graduated response

- 6.1 If progress is still not achieved, the child may be assessed bearing in mind the County guidance with a view to initiating a statutory assessment of special educational needs under the 1996 Education Act. The appropriate forms will be used for recording and referral as necessary.
- 6.2 Identification of children with special educational needs will be undertaken by all staff through the SENCO and the appropriate records and documentation will be maintained. Records will be developed through a process of continuous assessment. Assessments allow the pupil to show what they know, understand and can do, as well as to identify any barriers to learning. Where necessary, pupils will be referred to the SENCO for diagnostic testing to construct a profile of the child's strengths and weaknesses.
- 6.3 The progress of children with special educational needs will be reviewed through formative and summative assessments as outlined in the Code of Practice. APDR reviews will be held annually unless the SENCO feels the need for reviews more frequently.

Additionally, the progress of children with an Education Health Care Plan will be reviewed annually, as required by legislation.

- 6.4 Detailed records will be kept of the pupils receiving extra teaching support. These will include:
- Regular administration of informal reading inventories designed to provide a profile of reading achievement, detailed records of work and the results of standardised and diagnostic tests. A summary of these will be passed on to any receiving school;

- Regular review of attendance and behaviour data for trends and to identify patterns emerging;
- Reviews of pupil passports and plans, capturing pupil voice and advising staff how to best meet need.

7.0 Liaison

Parents will always be informed when an external agency becomes involved with their child. (See also 11)

7.1 Regular liaison is maintained with the following external agencies or pupils at "SEN support" and pupils with EHCPs [as applicable]:

- Alternative Education Provision (ie Pupil Referral Units)
- Assessment and Education Provision team • Communication Difficulties Team (CDT)
- Secondary Inclusion partnership panel.
- Realistic choices
- CAMHS
- Children in Looked After Care Education Service (LAC)
- Parent Partnership Service
- Education Welfare Service
- Health Service
- SEN Support Services
- Social care
- First point support
- The Hearing Support Service
- The Vision Support Service

7.2 There are internal structures within the school devoted to special educational needs e.g. Curriculum Support Faculty; Pastoral Team; the Academy council with specialist SEN Academy councillor, **Chris Trees**.

8.0 Staff Development

8.1 In-service training needs related to special educational needs will be identified by the headteacher in consultation with the SENCo and through whole school quality assurance and will be incorporated into the staff development plan.

9.0 Working with Parents

9.1 The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs where the support and encouragement of parents is often the crucial factor in achieving success.

9.2 Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained. Parents will be kept fully informed about the Parent Partnership Service.

9.3 As mentioned in '7' above, parents will be fully consulted before the involvement of external support services with their children, and will be invited to attend any formal review meetings at all stages

10.0 Pupil Participation

- 10.1 The school will work to ensure that pupils are fully aware of their individual needs and the targets in their Assess, Plan, Do, Review targets. Steps will be taken to involve pupils in decisions which are taken regarding their education.

11.0 Evaluating Success

- 11.1 This school policy will be kept under review. The governors will gauge the success of the policy by the achievements of the previously agreed targets outlined in the pupils' APDRs progress reviews and or Annual Reviews. In addition, evidence will be gathered regarding:
- Staff awareness of individual pupil need
 - Success of the identification process at an early stage
 - Academic progress of pupils with special educational needs
 - Improved behaviour of the children, where this is appropriate
 - The increase in the level of inclusion achieved within the school setting as a percentage of time
 - The number of children participating in personal reading schemes
 - SEND pupil attendance
 - Number of suspensions and exclusion for SEND pupils.
 - Number of students in receipt of high needs funding through EHCP and how this is deployed
 - Number of children supported by the notional funding allocation for non-EHCP special educational needs
 - Parental views
 - Number of pupils moving between stages
 - Pupils' awareness of their targets and achievements
 - The school meets the statutory requirements of the SEN Code of Practice 2014.