TOTTINGTON HIGH SCHOOL

SEND Policy

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Index

	Section	Page number
1.	Aims and Objectives	4
2.	Legislation and Guidance	5
3.	Roles and Responsibilities	6
4.	Identifying SEND and the Graduated Approach	8
5.	SEN Provision	11
6.	Monitoring and Evaluation of SEN	11
7.	Supporting Parents and Carers	12
8.	Children who are Looked After	12
9.	Pupil Voice	12
10.	External Agencies	13
11.	Training and Development	13
12.	Funding	14
13.	Admissions	14
14.	Transition Arrangements	14
15.	Access Arrangements	15
16.	Complaints	16

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1. AIMS AND OBJECTIVES

The policy is in line with the teaching and learning and relational behaviour policy and aims to ensure that all pupils are supported and celebrated in an inclusive environment. The aim of the policy is to set out how students with Special Educational Needs (SEN) are supported by the school and explain the roles and responsibilities of everyone involved in providing for pupils with SEN.

Tottington High School will ensure that the necessary provision is made for any pupil who has Special Educational Needs and Disabilities (SEND). We will ensure that all staff are able to identify and provide for these pupils to enable them to partake in all activities in the school in order to reach their full potential, be included in all aspects of school life and feel a sense of belonging to the wider school community. This policy aims to support all members of staff in providing a framework of support and advice and is based on the underlying principle that we believe:

Every teacher is responsible and accountable for the progress and development of all pupils in their class, even where pupils access support from Teaching Assistants or specialist staff.

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. To achieve this, we will work in partnership with parents/carers, pupils, local authorities, specialist providers and other external agencies required to meet the individual needs of our pupils.

The aim of the policy is to provide a safe, stimulating and inclusive environment of high aspirations and expectations for all students, particularly those with SEND. The SEND department will provide support that enables students with SEND to achieve their potential and be fully included in all aspects of school life and community.

Objectives:

- To identify and provide for pupils who have special educational needs and regularly assess and review the provision that we offer.
- To use our best endeavours to ensure that a pupil with SEN gets the support they need.
- To have regard to the statutory guidance provided in the SEND Code of Practice (2014, updated 2015).
- To operate a ‘whole pupil, whole school’ approach to the management and provision of support for special educational needs.

- To implement a graduated approach to meeting the needs of pupils identified as SEN support.
- To appoint a teacher responsible for the coordination of SEN provision (SENDCo) and ensure they have the relevant training and qualification to undertake the role.
- To provide training, support and advice for all staff as often as is appropriate and necessary.
- To ensure that all students with SEN are offered full access to a broad, balanced and appropriate mainstream curriculum that sets high expectations for every pupil whatever their prior attainment.
- To work in partnership with parents/carers to enable them to make an active, empowered and informed contribution to their child's education.
- To take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education.
- To work collaboratively with external agencies and specialists including those from Social Care and Health.
- To ensure the Equality Act 2010 duties for pupils with disabilities are met.
- In conjunction with the Medical Policy, make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils with medical conditions.
- To have regard to any other guidance issued by the Shaw Education Trust.

2. LEGISLATION AND GUIDANCE

This policy and Information Report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice SEND_Code_of_Practice_January_2015.pdf and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out school's responsibilities for pupils with SEN and disabilities.
- Health and Social Care Act, 2012
- Equality Act, 2010
- Education Act, 2002
- The Special Educational Needs and Disability Regulations 2014, which set out school's responsibilities for Education, Health and Care (EHC) plans, SEN coordinators (SENDCos) and the SEN information report.

Similarly, the policy has due regard to other statutory and non-statutory guidance, including but not limited to the following:

- Supporting Pupils with Medical Conditions at School, DfE
- Keeping Children Safe in Education, DfE
- Working Together to Safeguard Children, DfE

Further guidance and support for parents and carers can be found via the local authority's Local Offer Bury SEND Local Offer - Bury Council.

3. ROLES AND RESPONSIBILITIES

Provision for students with SEND is a whole school responsibility. In addition to the Academy Council, the Headteacher and the SENDCo, all staff have important responsibilities.

The Academy Council:

- Ensure there is a named Academy Council member with responsibility for SEND.
- Help raise awareness and advocate for the needs of students with SEN.
- Challenge and support the school to use its best endeavors to support students with SEN.
- Ensure that children with SEN participate in school activities alongside those without SEN.
- Monitor the quality and effectiveness of SEND provision, quality assure polices and practices and report this to the Academy Council
- Work with the Headteacher and SENDCo to determine the strategic development of SEND provision in the school.

The Headteacher:

- Has overall responsibility for provision and progress for all students, including those with SEND.
- The Headteacher will keep the Academy Council fully informed on Special Educational Needs issues.
- The Headteacher will work closely with the SENDCo and the Councillor with responsibility for SEN to determine the strategic development of SEND provision at the school

SENDCo:

- Will work closely with the Headteacher and the Councillor with responsibility for SEND to determine the strategic development of SEND provision at the school.
- Be responsible for the day-to-day operation of this policy and co-ordinate the provision of students who require additional support, including those with EHCPs.

- Provide guidance to colleagues, parents and other professionals for students to ensure appropriate support and high-quality teaching for students with SEND.
- Liaise with other external agencies, especially the Local Authority, and its support services.
- Advise on the graduated response to providing SEN support.
- Liaise with potential next providers of education to ensure pupils and their parents/carers are informed about options and a smooth transition is planned.
- Work with the Headteacher and Academy Council 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 pupils with SEN up-to-date.
- Line manage and deploy a team of Deputy SENDCo, Teaching Assistants (TAs) and Higher Level Teaching Assistants (HLTAs).

Deputy SENDCo:

- Support the SENDCo in raising standards in all areas of the school (including, but not limited to: progress, behaviour, attendance and personal development) for students with SEND.
- Support the leadership of SEND provision, including Our Space, providing teaching and learning for students who access this provision.
- Lead and have strategic oversight of the planning, delivery and quality assurance of interventions and in-class support provided by TAs and HLTAs.
- Oversee referrals to external agencies for SEND students and those with suspected SEND across school.
- Be a point of contact for, and support, excellent communication between school and parents/carers of students with SEND and those with suspected SEND.

All Teaching and Non-Teaching Staff:

- Ordinarily Available Inclusive Provision which is adapted to meet the needs of the majority of pupils is the first response to supporting pupils with SEND. Some pupils will need something additional to and different from that, which is ordinarily available for the majority of pupils, this is special educational provision and the pupils in receipt of this provision are classified as SEN Support. Each school has a duty to use their best endeavours to ensure that provision is made for those who need it. Therefore, each classroom teacher has the following responsibilities:
- Monitor and track the development and progress of every student in their classroom.
- Deliver Quality First Teaching (QFT) to all.

- Work closely with Teaching Assistants and other support staff and colleagues in planning interventions and teaching which is suitable for all students with SEND.
- Working with the SENDCo to monitor and review student progress and adapt provision where necessary.
- Ensure they follow this policy.

Parents/Carers will:

- Inform the school if they have any concerns about their child's progress or development. Information can be shared via Form Tutors, Heads of Year or Pastoral Managers, who will liaise with the SEND team where appropriate.
- Share information and express their views about their child's SEND and the support provided when invited to.
- Attend and participate in review meetings as appropriate.
- Provide information about the impact of SEND support outside of school and any changes in their child's needs.
- Read their child's progress reports and discuss any concerns with relevant staff.

4. IDENTIFYING SEND AND THE GRADUATED APPROACH

The SEND Code of Practice (2014, updated 2015) defines SEND as a child who has *"a learning difficulty or disability which calls for special educational provision to be made for him or her."*

- A child has a learning difficulty or disability if they have:
- A greater difficulty in learning than the majority of others of their age.
- A disability which hinders them from making use of facilities that are generally available to others in a mainstream school.

It is important to note that having a disability does not necessarily mean that a pupil has a special educational need.

A student who has low attainment or slow progress may not necessarily have a special educational need.

The SEND Code of Practice (2014, updated 2015) identifies four key areas of SEND:

• Communication and Interaction (C&I)

Students with needs in this area have a difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.

Students who are on the Autism spectrum often have needs that fall into this category.

• Cognition and Learning (C&L)

Students with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:

- Specific Learning Difficulties which impact one or more specific aspects of learning, such as: Dyslexia or Dyscalculia.
- Moderate Learning Difficulties.
- Severe Learning Difficulties.
- Profound and Multiple Learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

• Social, Emotional and Mental Health (SEMH)

These needs may reflect a wide range of underlying difficulties or disorders. Students may have:

- Mental health difficulties, such as anxiety, depression or an eating disorder.
- Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or Attachment Disorder.
- Suffered an Adverse Childhood Experience (ACE).

• Physical, Sensory and/or Motor (PSM)

Students with these needs have a disability that hinders them from accessing the educational facilities generally provided.

Students may have:

- A sensory impairment, such as a visual or hearing impairments.
- A physical impairment.

These four broad areas give an overview of the range of needs that are planned for, but we identify the needs of the whole pupil to establish what provision is required to meet their need, not just by the category in which they are placed. Tottington High School will take into account pupils' needs in all four key areas and make appropriate provision, including where this does not impact on cognition and learning.

Classroom teachers will monitor and assess the progress and development of each student.

Teachers will provide support and Ordinarily Available Inclusive Provision. Where progress is below that of peers, teachers will support students and inform parents/carers at appropriate times for example, parents evening.

Where concerns arise and despite careful monitoring, support and quality first teaching, teachers will seek guidance from the SENDCo. The SENDCo will then assess if there is a significant learning difficulty and agree on appropriate support. This will be based the following:

- The teacher's assessment and experience of the pupil.
- Their previous progress and attainment and behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents/carers.
- The pupil's own views.
- SENDCo observations of lessons, social and unstructured times.
- Screening tests or assessments.
- Advice from external support services, if relevant the assessment will be reviewed.

Where need is identified, the SENDCo and class teacher will work together to remove barriers to learning and put a plan for progress in place. This will take the form a four-part cycle known as the Graduated Approach - Assess, Plan, Do, Review.

Assess: the classroom teacher and SENDCo will make a clear assessment of the child's needs before being identified as having a special educational need.

Plan: the classroom teacher/SENDCo will agree an appropriate level of support to be put in place. Parents/carers will be informed and consulted.

Do: the classroom teacher is responsible for working with the pupil on a day-to-day basis. There may be further intervention, if necessary, outside of the main curriculum, but the focus should remain on a full integration to the classroom with Ordinarily Available Inclusive Provision.

Review: the impact and effectiveness of the plan will be reviewed by the SENDCo and classroom teacher and adapted where necessary.

Tottington High School will have regard to the SEND Code of Practice 2014 (updated 2015) when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed that SEND provision is being made for their child.

Where periods of sustained lack of progress despite intervention, scaffolding and quality first teaching occur, the SENDCo, in consultation with parents/carers, may consider seeking the advice, support and/or intervention of other external agencies or specialists.

Where progress has been made and the pupil no longer requires provision which is additional or different to that of their peers and can be met by Ordinarily Available Inclusive Provision, they will no longer seen as requiring SEN support. The SENDCo, in consultation with parents/carers, will remove them from the SEND register.

5. SEN PROVISION

The school operates a SEND register that all staff access to. All pupils with an identified SEND need will be placed on this register. If a child is being recognised with SEN needs following the school procedures, the family/carers will be consulted prior to the child being placed on the register.

There are two levels of SEND support: school-based SEND provision (K) and students with and EHCP (E).

School-based SEN provision (K):

- Needs of students in this category will be met via the universal offer and Ordinarily Available Inclusive Provision.
- A range of reasonable adjustments is available to these pupils.

Education, Health and Care Plan provision (E):

- Needs of students in this category will be met with the universal offer and Ordinarily Available Inclusive Provision.
- In addition, the student will be entitled to additional provision, as described in their EHCP. An EHCP is a legally binding document, describing required provision for the child's needs to be met. In some cases, additional budget is allocated by the Local Authority

There are different forms of SEN provision available at Tottington High School. These may include one or more of the following, dependent on the needs of the child:

- I Know My School document, outlining individual pupils' needs.
- Additional support from an adult.
- Use of technology to aid access to the curriculum.
- Reasonable adjustments.
- Specific interventions.

6. MONITORING AND EVALUATION OF SEND

The progress of SEND students will be monitored and evaluated by:

- Monitoring of progress following the school's assessment calendar each year.
- In consultation with parents/carers, reviewing the progress of students with SEND towards their personal goals each term.
- Reviewing and assessing the impact of SEND interventions.
- Pupil Voice.
- Learning walks/classroom observations.
- Book scrutiny of SEND students.
- Annual Review meetings for students with an Education, Health and Care Plan (EHCP).
- Reviewing the SEND register.

7. SUPPORTING PARENTS AND CARERS

Tottington High School recognises the positive role and input of parents/carers. Parents/carers are encouraged to participate fully with the school and other agencies to ensure that their child's needs are identified and met at the earliest opportunity. The school makes every effort to engage with parents/carers and ensure that their views and experiences are heard, and roles and responsibilities are respected.

Tottington High School endeavours to ensure that parents and carers feel heard, understand policies, procedures and documentation about their child, and are fully informed and take a role in making decisions about their child's special educational provision. Parents/carers will also have opportunities to meet with key staff. The SENDCo is also happy to meet with parents/carers wherever possible.

Further support and information is available from the local authority and can be found at the Local Offer page on the council website Bury SEND Local Offer - Bury Council.

8. CHILDREN WHO ARE LOOKED AFTER

Where a child is in care, the carers have the same rights and responsibilities as parents.

9. PUPIL VOICE

Pupils' views and opinions are valued, and we recognise the importance of their input in their educational experience. Pupil voice is gathered in various ways which are age and ability appropriate.

Pupil voice is specifically gathered when carrying out Annual Reviews for those pupils who hold an EHCP and before and after specific interventions. We also expect pupils to contribute to their specific personal goals for example, in I Know My School document.

10. EXERNAL AGENCIES

The school works with the following external agencies:

- CAMHs
- RISE
- Speech and Language Therapist Service
- Occupational Therapist Services
- Physiotherapist Services
- Bury SEND Outreach Team
- Bury Information and Advisory Service SENDIASS
- Educational Psychologist Communities of Practice Service
- School Nurse Services
- GPs or paediatricians
- Connexions – careers advice
- Hearing and Visual Impaired Service

The list is not exhaustive and continues to change to reflect the needs of pupils.

11. TRAINING AND DEVELOPMENT

If SEN provision is to be implemented effectively as a whole school concern and all staff are to adapt teaching appropriately to accommodate individual differences, it is vital that all are appropriately trained to fulfil this aim. All members of staff, including Teaching Assistants, are encouraged to attend school INSET training, Local Authority courses and courses provided by external agencies. Course materials that participants have obtained, from courses is disseminated within the department at departmental meetings or within department Continuous Professional Development (CPD) time.

The SENDCo ensures that subject and pastoral staff are well informed of national SEN issues and issues relating to whole school SEN and individual pupils through:

- Production and discussion of the I Know My School documents, which contain essential information on SEND pupils. These documents are updated on regular basis.
- SENCo contributions to CPD Sessions and training days.

- Formal and informal meetings with individual staff.
- Distribution of key information on SEND pupils during weekly briefing meetings.

The Academy Councillors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher/SENDCo. Headteacher and SENDCo will keep fully up to date about special educational needs issues through attendance at training and cluster meetings. In addition, SENDCo and members of SEND will develop their skills through attendance at specialist training, discussions with outside specialists, and reading through subscription to professional bodies. Teaching Assistants who support individual pupils and groups of pupils need to have a wide range of curriculum and special educational needs knowledge. This will be regularly updated by attending training courses identified through their personal development interviews and the departmental development plan.

12. FUNDING

Funding for the majority of SEND students is delegated to the mainstream budget of the school. This means that schools are expected to cover SEN provision from the mainstream budget of the school. In some cases, pupils may require additional support, and this may mean the school applies for “top up funding” from the local authority. Where students have been issued an EHC plan, the Local Authority may provide additional funding to cover the outcomes of the plan. This is not always the case, but where additional funding is provided by the Local Authority, the school will make its best endeavours to ensure the funding is spent effectively on meeting the outcomes laid out in the plan.

13. ADMISSIONS

Tottington High School adheres to the Equality Act 2010, as such, we do not discriminate and no child will be refused admission based on a reason related to their disability. No child will be refused admission based on their special educational need. We will use our best endeavours to meet their needs

14. TRANSITION ARRANGEMENTS

Primary to Secondary transition:

- Information shared via 6Into7 on-line portal.
- Contact will be made with primary schools in the summer term.
- Information between SENDCos will be shared.
- Transition Days.
- Enhanced Transition Days where necessary.
- Additional parental and professionals' meetings where necessary.

Key Stage 4 transition:

- Information between SENDCos will be shared.
- SENDCo will liaise with CEIAG and Head of Year 11 to ensure SEND students are prepared for college interviews and applications.
- SENDCo will liaise parents about college open days, travel and applications.
- Connexions meetings.
- Share information with post-16 placement.

15. ACCESS ARRANGMENTS

Access Arrangements are agreed before an assessment. They allow candidates with specific needs, such as special educational needs, disabilities or temporary injuries, to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an Access Arrangement is to meet the needs of an individual candidate without affecting the integrity of the assessment. Access Arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010* to make 'reasonable adjustments'.

Reasonable adjustments The Equality Act 2010* requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. An example would be a Braille paper, which would be a reasonable adjustment for a vision impaired candidate who could read Braille.

Whether an adjustment will be considered reasonable, will depend on several factors which will include, but are not limited to:

- the needs of the disabled candidate.
- the effectiveness of the adjustment.
- the cost of the adjustment.
- the likely impact of the adjustment upon the candidate and other candidates.

An adjustment will not be approved if it:

- involves unreasonable costs to the awarding body.
- involves unreasonable timeframes.
- affects the security and integrity of the assessment.

This is because the adjustment is not 'reasonable'. The centre must ensure that approved adjustments can be delivered to candidates.

Access Arrangements, Reasonable Adjustments and Special Consideration – Joint Council for Qualifications

The need for Access Arrangements is based on teachers' judgement and individual pupil's needs, evidence is collected between Year 7 and 9. Some Access Arrangements require for an official assessment to take place – these are delivered in house by a Specialist Assessor for students, who have been identified and are not subject to a current EHCP. As per the JCQ arrangements, SENDCo must undertake the necessary and appropriate steps to gather an appropriate picture of need and demonstrate normal way of working for each pupil identified as requiring Access Arrangements. Normal way of working refers to the consistent accommodations and support a pupil receives in the classroom to overcome difficulties with learning.

16. COMPLAINTS

Complaints about SEN provision in our school should be made via the school's complaints policy in the first instance. They will then be referred to the school's complaints policy procedure.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal, if they believe that our school has discriminated against their children.

They can make a claim about alleged discrimination regarding:

- Exclusions.
- Provision of education and associated services.
- Making reasonable adjustments, including the provision of auxiliary aids and services.

A decision made by the school cannot be referred to a SEND Tribunal.

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