



**Education
Partnership
Trust**

Creating outstanding schools
which transform learning, lives
and communities

SEND POLICY

Document Control

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1.0 Aims

Our SEND policy aims to:

- Set out how our school will support and make provision for our pupils
- Explain the roles and responsibilities of everyone involved in providing a broad and balanced education for all pupils

The Trust, Headteacher and the staff of Atherton High school are committed to providing a learning environment which serves the needs of the community. We aim to provide a happy, safe and inclusive learning environment that helps pupils overcome barriers, negative influences and difficulties and which develops positive attitudes, relationships and behaviour that is conducive to learning.

Our overarching aim is achievement for all, emotionally and academically: for every pupil to develop as individuals into caring, responsible citizens equipped for life in the 21st century. Atherton High School, success is defined in its widest sense: in students achieving appropriate qualifications and awards, in equipping them with the skills to be lifelong learners and in developing each individual into a confident, well-rounded adult. Every student is encouraged to achieve their best through high quality teaching and learning, taking place in a supportive environment which provides the basis upon which our students are given the opportunity to grow.

2.0 Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3.0 Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4.0 Roles and responsibilities

4.1 The SENCO

The SENCO is Julie Lowe

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils as recommended in their EHC plans
- Ensure all staff have complete and up-to date- information about all students which will enable them to support the individual needs of all students in the classroom
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with current providers of education to ensure pupils and their parents are informed and a smooth transition is planned for new students
- Work with the headteacher and governing board 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 SEND up to date

4.2 The SEND governor

The SEND governor will:

- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. Monitoring arrangements

This policy will be reviewed by the SENCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

6. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equal opportunities
- Information report
- Medical needs