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SEND POLICY

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'A child or young person has SEN if they have a difficulty in learning or disability which calls for special educational provision to be made for him/her.

A child of compulsory school age or a young person has a learning difficulty or disability if he/she has a significantly greater difficulty in learning than the majority of others his/her age or a disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.' **(Special Educational Needs Code of Practice 2014)**

Context

Atherton High School is Multi Academy Trust situated in Atherton, Greater Manchester. The school has due regard to the Code of Practice in the identification and Assessment of Special Educational Needs (2001) and the Special Educational Needs and Disability Act 2001.

Learning difficulties include those caused by Cognition and Learning, Cognition and Interaction, Behavioural Emotional Social Difficulties and Sensory Impairment.

School Ethos

The ethos at Atherton High School is based on mutual respect, a shared moral purpose that is reflected in every area of the school. Atherton High School shares the belief that excellent and tailored learning will enable each student to become a balanced, happy and articulate person with the intellectual freedom to be creative; confidence to initiate; flexibility to respond to challenge, change and adversity; compassion to serve others; spirit to enjoy life; integrity to be trustworthy; and motivation to have a lifelong love of learning.

The Inclusive Learning department seeks to develop the full potential of each child, recognising the uniqueness of each individual. We aim to provide support for pupils who require it within a caring environment that allows pupils to develop towards their full potential regardless of ability.

The school implements the 3 key principles for Inclusion at all levels of curriculum planning:

- Pupils with SEN and Disabilities are entitled to have suitable learning challenges set for them. This is achieved through high quality inclusive teaching, collaborative working and multi-disciplinary teams; carefully planned learning programmes and developing a flexible curriculum that will enable pupils to be successful and make progress.
- The school ensures that action is taken to respond to diverse needs through the developing policies and practices that ensure equal opportunities for both girls and boys; pupils from a variety of different cultures, including travellers, refugees and asylum seekers.
- The school helps to overcome potential barriers to learning and assessment for individual and groups of children by providing early intervention, assessment of individual needs, appropriate planned interventions and clear monitoring and review procedures, for all pupils including those for whom English is an additional language.

School Arrangements

The SEN Policy reflects the guidance laid down in the SEN Code of Practice 2014.

Definitions: As detailed in the SEN Code of Practice (2014) and the Local Offer which can be found at:

<https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Special-EducationalNeeds-and-Disabilities.aspx>

At Atherton High School we make sure that children are not regarded as having a learning difficulty solely because of their language skills or that the language spoken at their home is different from the language in which they will be taught.

Special educational provision means educational provision, which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area. (See Section 312, Education Act 1996)

The Governing body must comply with all of the duties imposed upon the governing bodies of maintained schools in:

- Part 4 of the Education Act 1996 as amended from time to time¹;
- The Education (Special Educational Needs) (Information) Regulations 1999 as amended from time to time;
- The Education (Special Educational Needs Co-ordinators) (England) (Amendment) Regulations 2008 as amended from time to time².

Where a child who has a SEND need is being educated in Atherton High School, those concerned with making special educational provision for the child must secure that the child engages in the activities of the school together with children who do not have SEND need, so far as is reasonably practicable and is compatible with:

- (a) the child receiving the special educational provision which his/her learning difficulty calls for.
- (b) the provision of efficient education for the children with whom he/she will be educated; and
- (c) The efficient use of new communication technology and resources.

In addition to complying with the duties imposed upon the governing bodies of maintained schools set out in The Education (Special Educational Needs) (Information) Regulations 1999 (as amended from time to time), EPT must ensure that the School's website includes details of the arrangements for the admission of disabled pupils; the steps taken to prevent disabled pupils from being treated less favourably than other pupils; and the facilities provided to assist access to the School by disabled pupils (disabled pupils meaning pupils who are disabled for the purposes of

the Equality Act 2010³).

Objectives of the policy

We aim to offer a clear, coherent way to provide for the special educational needs of as many children as possible in as flexible way as possible. This policy is linked with our Equal Opportunities Policy and its implementation.

Through the SEN policy at Atherton High School we will:

¹ Currently these duties are in sections 313 (Duty to have regard to the Special Educational Needs Code of Practice 2001); 317 (Duties in relation to pupils with special educational needs), 317A (Duty to advise parents that special educational provision is being made); and 324(5)(b) (Duty to admit the child where a school is named in the statement).

² These Regulations are amended by The Education (Special Educational Needs Co-ordinators) (England) (Amendment) Regulations 2009 (SI 2009 No 1387).

³ For the meaning of 'disabled', see section 6 of the Equality Act 2010.

- (i) Boost the literacy and numeracy skills of pupils with general and specific learning difficulties both as an end in itself and as a means of providing maximum access by such pupils to the rest of the curriculum.
- (ii) Develop differentiation in all lessons to improve the educational opportunities of all pupils, regardless of ability.
- (iii) Meet the special educational needs of children with physical disabilities as far as is practicable in terms of the layout/resources of the school.
- (iv) Increase the confidence of pupils with SEND, encouraging them to be involved in their own provision.
- (v) Communicate with parents about all aspects of the special needs provision made for their children and to seek to develop this partnership.
- (vi) Deploy the resources of the Learning Support Department (Inclusive Learning Team) in as effective a way as possible.
- (vii) Use the SEND Code of Practice as a framework for identification of, and provision for, pupils with special educational needs.

Code of Practice

Responsibility for the co-ordination of Atherton High School's SEND provision The

Governing Body will:

- (i) Do its best to ensure that the necessary provision is made for any pupil who has Special Educational Needs.
- (ii) Ensure that, where the "responsible person" – the Headteacher/Designated Person or the appropriate governor – has been informed by the LEA that a pupil has Special Educational Needs, those needs are made known to all who are likely to teach them.
- (iii) Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have Special Educational Needs.
- (iv) Consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- (v) Ensure that a pupil with Special Educational Needs joins in the activities of the school together with pupils who do not have Special Educational Needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources.
- (vi) Report to parents on the implementation of the school's policy for pupils with Special Educational Needs through the Governors' Annual Report to Parents. (See Section 317, Education Act 1996)
- (vii) Have regard to this Code of Practice when carrying out its duties toward all pupils with special educational needs. (See Section 313, Education Act 1996)

The Headteacher will:

- (i) Ensure the existence and regular review of the SEND Policy.
- (ii) Designate a teacher to be responsible for coordinating SEND provision.
- (iii) Have responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND.

- (iv) Ensure all members of the school High have knowledge of the policy.
- (v) Contribute to the monitoring of effectiveness and impact of strategies used.
- (vi) Include updates on progress made by SEND students in the annual report.
- (vii) Ensure the policy is published to all staff, parents/carers and students once a year.

Teaching and non-teaching staff:

Are made aware of the school's procedures for identifying, assessing and making provision for pupils with Special Educational Needs through the Staff Handbook, meetings and staff training. The SEND register and other information is distributed by the SEND coordinator. All teachers have a responsibility to bring to the attention of the SEND coordinator any child whose needs they believe are not being met (see procedure below). It is incumbent upon teachers to be aware of the varying needs of pupils in their classes and to differentiate accordingly. All teachers are teachers of pupils with special educational needs.

The Special Educational Needs Coordinator is responsible for the implementation of the SEND Policy, in particular:

- (i) The day-to-day operation of the school's SEND Policy and for co-ordinating provision for pupils with Special Educational Needs, including working closely with staff, parents/carers and other agencies.
- (ii) Having a sound knowledge of the contents contained in the Local Authority Local Offer Document and the SEND Code of Practice 2014.
- (iii) Actioning referrals.
- (iv) Liaising with and advising other members of school staff.
- (v) Maintaining the school's SEND Register and overseeing the records of all pupils with Special Educational Needs as well as coordinating Individual Educational Plans (IEPs) and pupil passports.
- (vi) Liaising with the parents of children with Special Educational Needs and informing parents when the school is making Special Education provision for a child.
- (vii) Liaising with external agencies, including the educational psychology service, the health and social care services and voluntary bodies in consultation.
- (viii) Liaising with the pastoral team who oversee the education, behaviour and development (BESD) of pupils.
- (ix) Managing and deploying the school's Learning Support Mentors.
- (x) Preparing a SEND information report as outlined in point 6.2 of the SEND Code of Practice 2014.
- (xi) The managing and coordination of the Inclusive Learning Team.

Arrangements for coordinating SEN provision

Provision of all SEND students are coordinated by the SENDCo. All referrals, requests for support for classes or help for individual students should be brought to the attention of the SENDCo. This should be directed through to the SENDCo by SLT, Curriculum Leaders or the Head of Year, this should be done by completing the referral request form which can be found in staff shared SEND area. The member of staff with concern will fill out the form and pass it to their line manager, who will authorise this to be sent to the SENDCo as a referral.

Admission arrangements

The school will admit, as a matter of course, all pupils in the catchment area, and all those who are able to benefit from the education on offer in the school.

New pupils who begin mid-year are tested and assessed. The school strives to obtain information from previous schools especially for those pupils identified with having SEND needs.

The school has a comprehensive transition system for Year 6 students. In addition, the SENDCo and the transition Co-ordinator visit all feeder primary schools to obtain information that is then shared via the SEND register.

Admissions

The school must ensure that pupils with SEND are admitted on an equal basis with others in accordance with its admissions policy.

Where a local authority ("LA") proposes to name the Atherton High School in a statement of SEND made in accordance with section 324 of the Education Act 1996, it must give the EPT written notice that it so proposes. Within 15 days of receipt of the LA's notice that it proposes to name the Atherton High School in a statement, EPT must consent to being named, except where admitting the child would be incompatible with the provision of efficient education for other children; and where no reasonable steps may be made to secure compatibility. In deciding whether a child's inclusion would be incompatible with the efficient education of other children, the EPT must have regard to the relevant guidance issued by the Secretary of State to maintained schools.

If EPT determines that admitting the child would be incompatible with the provision of efficient education, it must, within 15 days of receipt of the LA's notice, notify the LA in writing that it does not agree that Atherton High School should be named in the pupil's statement. Such notice must set out all the facts and matters Atherton High School relies upon in support of its contention that: (a) admitting the child would be incompatible with efficiently educating other children; and (b) EPT cannot take reasonable steps to secure this compatibility.

After service by the EPT on the LA of any notice (further to paragraph 7 above) stating that it does not agree with the LA's proposal that Atherton High School be named, EPT must seek to establish from the LA, as soon as is reasonably practicable, whether or not the LA agrees with EPT. If the LA notifies Atherton High School that it does not agree with EPT's response, and names Atherton High School in the child's statement, the school must admit the child to the school on the date specified in the statement or on the date specified by the LA.

Where the EPT considers that Atherton High School should not have been named in a child's EHCP, they may ask the Secretary of State to determine that the LA has acted unreasonably in naming the School and to make an order directing the LA to reconsider.

The Secretary of State's determination shall, subject only to any right of appeal which any parent or guardian of the child may have to the First-tier Tribunal (Special Educational Needs and Disability), be final.

If a parent or guardian of a child in respect of whom an EHCP is maintained by the LA appeals to the First-tier Tribunal (Special Educational Needs and Disability) either against the naming of Atherton High School in the child's SEND statement or asking the Tribunal to name the School, then the decision of the Tribunal on any such appeal shall be binding and shall, if different from that of the Secretary of State under paragraph 9 above, be substituted for the Secretary of State's decision.

Where Atherton High School, the Secretary of State or the First-tier Tribunal (Special Educational Needs and Disability) have determined that it should be named, EPT shall admit the child to Atherton High School.

Facilities for vulnerable pupils, those with SEN or who are disabled

We work closely with parents and other agencies to ensure that we are meeting the needs of all vulnerable groups.

Allocation of resources for vulnerable pupils, those with SEN or who are disabled

Resources for SEND are monitored by the SEND line manager and are in line with the number of students who have statutory requirement to a specific number of hours support.

Identification and review of pupil needs

Objectives

- That our assessment arrangements ensure that pupils' special needs are identified as soon as possible.
- Assessment data is used to inform decision making and planning.
- Pupils with SEND are given a full and equal access to a broad and balanced curriculum.
- Appropriate resources are based in the SEND room and relevant departments and teachers are aware of them to ensure that needs can be met.
- The SENDCo, transition Co-ordinator/Pastoral Support Manager, Learning Support Mentors and/or the Coaches attend Annual Reviews for all Year 6 students at their primary schools and involve the students and families in the transition process.
- At our open evenings, parents have an opportunity to talk to the SENDCo.

The SENDCo and the Transition Co-ordinator to get the SEND folders from the primary schools so that information can be shared with staff.

A summary of information discussed at the review meetings is provided to the Senior Leadership Team. This informs setting and grouping our children. The SEND register is updated termly so that staff have got the necessary information. The SEND register is currently on staff shared SEND area.

The subject teacher is also responsible for identifying SEND through observation and assessments. The teacher should bring any concerns to the Curriculum. A referral may be made to the external agencies if needs are considered to be hard to identify or severe.

Identification strategies that can be adopted:

- High quality teaching and learning and assessment (Graduated approach)
- Observation (In the case of outside agency observation parent/carer permission must be given.)
- Results of standard tests
- Teacher observation
- Discussions with parents/guardians and pupils
- Discussions with other staff, Heads of Department, Pastoral Support Manager, Teaching Assistants, subject teachers, informal advice from other agencies

When a child has been identified as having SEND (other than natural transition of information i.e. primary to secondary), parents should be informed and the pupil's name should be placed on the SEND register. Information then needs to be gathered about the pupil's needs and an appropriate IEP or pupil passport is written for students and given to all teachers of those students.

Atherton High ensure the graduated approach is adopted for providing support to students with SEND. This approach recognises that students require varying levels of support to achieve their learning outcomes.

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have a SEND need. The majority of students at Atherton High learn and progress through the high standards of teaching practice. The cycle of planning, teaching, assessment and evaluation ensures the vast majority of student achievement using in class differentiation

All students receive high-quality personalised teaching. Teaching is carefully planned, including differentiated resources and materials taking into account prior learning. Lesson structures have clear objectives that are shared with the students and revisited throughout the lesson. Inclusive Quality First Teaching focuses on a student-centred approach and aims to create a purposeful and enjoyable learning experience.

Atherton High regularly and carefully assesses and reviews learning progress to inform decisions around adapting the curriculum and learning environment for all students, including those at risk of underachievement. Teachers continuously monitor and evaluate progress in lessons. Targeted evidenced based Interventions are implemented by staff as appropriate.

Additional provision may be used to support students learning these could include:

- Additional, small group literacy/numeracy intervention sessions;
- Reading groups;
- 1:1 sessions in social interaction and communication
- Mentoring and counselling.

Where there is a concern, underpinned by evidence that a pupil is making little or no progress in spite of receiving differentiated learning opportunities, this can be identified by the class teacher, Head of Department, Form Tutor, Pastoral Manager or parents the following action will be taken:

- It is the subject teacher's responsibility for working with the pupil in their subject area.
- The subject teacher will collect information on the child and liaise with their line manager with concerns, and then complete the SEND referral form which is in staff shared SEN area.
- The Head of year can make a referral to the SENDCo directly after analysing data or meeting with concerned parents again by completing the SEND referral form.
- Following the above, the SENDCo will then take the lead in further assessment and data gathering, the results of this are added to the referral form that is kept on the system so that staff can see what action has been taken.

The SENDCO will consider all of the information gathered from within the school, alongside national data and expectations of progress and will subsequently make special educational provision where appropriate. Parents and students will be included in this process through face to face and telephone contact, Parents' Evenings, SEND coffee mornings and Annual Review Meetings. All confidential documents are stored securely.

For students identified as having SEND, Atherton High will take action to remove barriers to learning and will put into place effective special educational provision. A graduated approach will be undertaken which draws upon the four part cycle:

- Assess
- Plan
- Do
- Review

Parents and students will be fully involved at all levels of the graduated response plan.

This cycle will be implemented using Wigan Local Authority's High Expectations for All file, which is available at:

<http://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Information-forprofessionals/High-Expectations-for-All.aspx>

For students with high levels of need Atherton draws on a more specialist approach. This may include use of Pastoral Support Plans, Profiles, Provision Maps and face to face teacher meetings. The Inclusive Learning team have the responsibility to regularly review and update information about individual students.

Once a student has been identified as having a SEND need. Their need will be one of the following:

- An appropriate Learning Plan will be implemented that will be completed by the SENDCo with input from the pastoral team. The learning plans will have targets for students to work to; there will be teaching strategies included, and deflection strategies for classroom disruption.
- A short-term intervention programme is put in place for the appropriate students.
 - (i) A range of strategies are used to support the needs of pupils with SEND including:
 - (ii) Different learning materials or more effective strategies
 - (iii) Special new technology equipment or resources
 - (iv) Some group or individual interventions from the subject teacher, Learning Support Mentors or SENDCo
 - (v) Undertaking of staff training and development
- The next stage is to involve an outside agency, it must involve consultation with specialists who will need to see the student's records. In this case student, parental approval is required. The student views, their feelings and needs along with parents' involvement is vital throughout the assessment process and for decision making.
- The SENDCo is responsible for coordinating this consultation process. The purpose of any assessment is to establish the best way forward for the student.
- If the next stage is to give a substantial amount of additional support within school, then the SENDCo will ensure that this is at the appropriate level.

Evaluating the success of provision

Heads of Department are responsible for ensuring that:

- Staff use the Learning Plans that are on staff shared SEND area
- Referring all concerns to the Head of Year and or SENDCO when additional intervention is required.

Subject teachers are responsible for:

- Recording progress towards the achievement of targets by reviewing them and monitoring and recording progress of individual/groups of students
- Reporting to the Curriculum Leader barriers to learning

The SENDCo is responsible for:

- Monitoring the progress of pupils with SEND
- Monitoring the work of SFLA's in the classroom

Parental and Pupil involvement:

- Students are involved with their target setting and their views considered
- Parents are involved in the appropriate learning plans/target setting and review process (including annual reviews)

Complaints procedure

- Complaints are dealt with by the SENDCo in the first instance and then the Head of Pastoral who line manages the SENDCo. The complaints procedure can be found on our website.

In-service training

There is a comprehensive in-service training package for all staff based on teaching SEND students.

Working in partnership with parents

The Inclusive Learning department is building up relationships with parents encouraging them to let us know if there is anything, we can do to improve our services.

If students do not make adequate progress during intervention sessions or a concern is raised regarding a specific barrier to progression advice will be sought from outside agencies to further assess students' needs and provide specific, individual recommendations for support. This may include 1:1 in class support.

The recommendations will be followed for the time advised. The school may seek a statutory assessment for an Education and Health Care Plan (EHC plan) from the local authority.

If a student receives an EHC plan, a multi-agency response to the needs of the student to ensure appropriate provision and adequate progression and achievement.

Appendix 1 - Identification of SEND at Atherton High School

A child under compulsory school age has SEND if they fall within the definitions below or would do if special educational provision was not made for them.

- Communication and Interaction (CI)
- 11 • Cognition and Learning (CL)

- Social emotional and mental health (SEMH)
- Physical and Sensory (P&S)

The flowchart shows the processes used to identify and meet individual SEND needs applying the graduated approach of assess, plan, do, and review.

During transition from Year 6 or the previous secondary school the HOY and SENDCO work collaboratively with the child, family, previous school and other agencies that may be involved in sharing all records and information including KS2 results and other test such as word recognition, spelling, words per minute and access arrangements.

Early transition is arranged to work with the child to make the transition as smoothly as possible and meet their educational needs. Personal passports are put in place with the child, family and relevant agencies to ensure learner needs are communicated with all teaching staff and strategies are applied consistently.

On joining Atherton High assessments are carried out for reading, spelling, handwriting and numeracy skills and where children are identified as working below others in their year group and age appropriate. The Curriculum Leader will put in place booster sessions for the relevant skill based or subject areas and inform the SENCO of those on programme. The specialist learning support Mentors will work with learners and class teachers with additional booster sessions for literacy and numeracy.

All teaching staff are accountable for quality first teaching and learning and identifying any barriers to learning. They must inform their Curriculum Leader of any concerns they have with individuals including any referrals made from families or the child to ensure all barriers to learning are discussed within the subject area and good practice is shared. The HOD is responsible in reporting any learning concerns for CI, CL, SEMH and P&S to the SENDCO using the relevant referral form on the SEND staff area.

On referral the SEND department will collaborate with the child, pastoral team, HOY, outside agencies, families, and carry out relevant assessments that will include lesson observations, work scrutinies, learning walks, visual stress testing, spelling test, reading test, processing test, access arrangements, SEMH assessments such as use of the Boxhall profile, SDQ, self-esteem and where relevant a personal passport is implemented and the SENDCO will organise staff development and monitor the progress being made by the child.

Where on-going concerns continue with a learners progress and all strategies suggested have been applied all teaching staff are responsible to inform their Curriculum Leader who will inform the SENDCO and outside agency support will be sought if required of which can include TESS, OT, GP, Speech and Language Therapist, Educational psychologist, Outreach support, Counselling, CAMHS and alternative provision such as the engagement centre.

Strategies will be updated on the personal passports for the individual and communicated with all teaching staff which will be the recommendations made from the child, families, outside agencies. Teaching staff are responsible in applying the strategies, monitoring the progress and continuing to report concerns to the HOF. The SENCO will monitor and report on progress being made. Where required an EHCP will be applied for by the SENDCO in line with the local offer and graduated approach.