

Principle:

Sale High School is a fully inclusive school. We aim to ensure that all students can access a broad and balanced curriculum, including those with SEND. Every teacher in our school is a teacher of every child. We aim to achieve the best possible outcomes for our students and to foster the highest aspirations.

This policy was developed by The Governing Body and Isobel Walter in line with the SEND Code of Practice 2014, 0-25 Guidance.

It is shared with parents via the website and at all annual reviews.

Purpose:

Our objectives are to:

- Provide strategic and effective support for students with SEND and/or additional needs
- Fully utilise the guidance from the SEND COP 2014
- Provide a holistic approach to the management and provision of support for students with SEND, taking their life outcomes into account at every stage
- Develop high levels of engagement with parents/carers of students with SEND

Identification of Students with SEND:

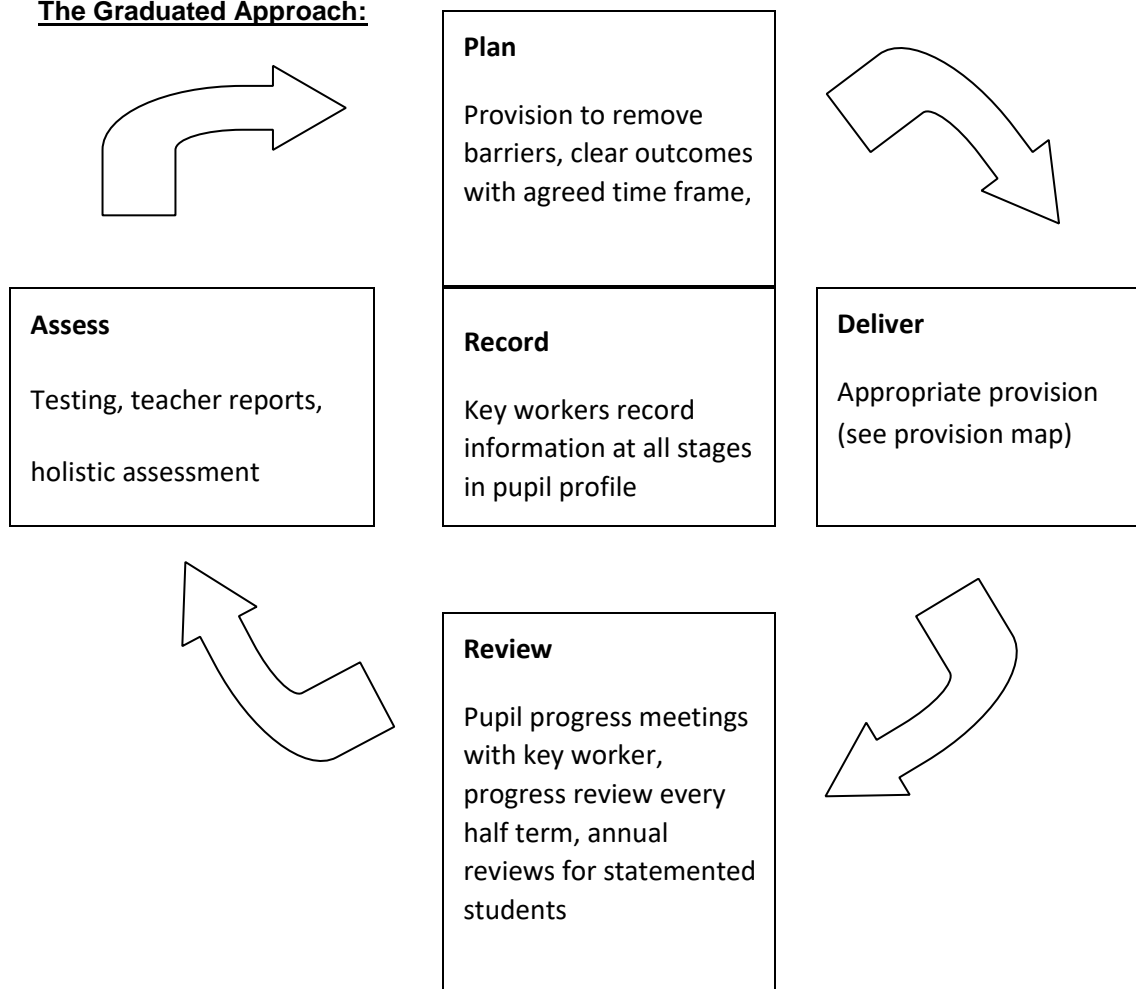
- When determining if a child has SEND we will refer to the four broad categories of need as described in the SEND COP 2014
- In addition to the four areas we will also consider what is not SEND but may impact on progress and attainment (including disability, attendance and punctuality, health and welfare, English as an Additional Language, pupil premium and children who are looked after).
- Concerns related to a student's behaviour will be recognised as an underlying response to need.
- Students will be entered onto the SEND register if:
 1. Our quality first teaching and personalised learning approach is not enabling the student to make progress and subsequent testing confirms SEND
 2. Following transition from another school (either primary or an in year admission) we have been advised that a student has SEND
- Once SEND has been confirmed for a student, their parents/carers will be consulted and a pupil profile will be created, taking into account the views and life outcomes of the student.

Managing the Needs of Students on the SEND Register:

- We use the graduated approach to management (as set out below)
- Our expectation is that a student's teachers have the responsibility for evidencing progress according to the outcomes listed on the pupil profile
- See Appendix i: Generic Provision Map for the sorts of interventions provided
- Additional support and specialist services are engaged and monitored and costed by the SENCo and Deputy Head Teacher Kath Chapple when appropriate
- The school may make referrals to external agencies in conjunction with the students' parents or carers
- When quality first teaching and additional provision are still not supporting the student in making progress, an Education Health Care Plan (EHC) may be requested by the SENCo using the referral method used by the appropriate Local Authority

- When a student on the SEND register is making good progress and has met the outcomes on their pupil profile, we may decide, in agreement with the student’s parents/carers to remove them from the SEND register
- All students on the SEND register are assessed to determine if they require exam special arrangements (ESA) and if this is the case, the correct provisions are put in place

The Graduated Approach:



Training and Resources:

- SEND is funded through the notional SEND budget initially and any additional funding attached to the child is planned for in liaison with the parents/carers
- Training needs are identified through the performance management of the Aspire (Inclusion and SEND) team, skills audits and in response to the specific needs of our student population
- Training may be provided in-house or by specialist providers

Roles and Responsibilities:

SENCo: Isobel Walter, monitors the identification of SEND students and the provision put in place to support them. Kath Chapple, Deputy Head Teacher responsible for behaviour and safety line managed the SENCo, pupil premium, LAC and alternative provision.

- Link Governor for SEND: responsible for overseeing and advising on SEND policy and provision

- Aspire team, responsible for providing specialist support through intervention in and beyond the classroom.

Storing and Managing Information:

- Information is stored on the computer system, regular data collections take place and fact parents/carers have a right to access this information. Information and strategies for support are shared with teachers so they can make a positive impact.

Dealing with Complaints:

- In the first instance, contact the relevant teacher or your child's form tutor who may refer your concerns to the SENCo., Head of House or Director of House. If they cannot resolve your concerns immediately, the school's complaints procedure is available on the school website.

Reviewing the Policy:

- SEND policy is reviewed every two years by the standards and achievement committee.
- Student voice and practice often informs changes and parents are involved through annual reviews of EHC plans, parent evenings, regular reports and good communication with teachers, tutors and SENCo.
- Our aim is to improve levels of engagement with parents, carers and families.

Policy reviewed: October 2016 **Next review:** October 2018

Responsible: Isobel Walter, SENCo

Linked Policies: Teaching and Learning, Inclusion, Equal Opportunities