



# SEND Policy

Policy reviewed: November 2022  
Next review: November 2024  
Link Manager: Isobel Walter, SENco  
Governor Committee: Standard and Achievements

**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 SEND, and every leader in our school is leader of SEND. 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.

**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:**

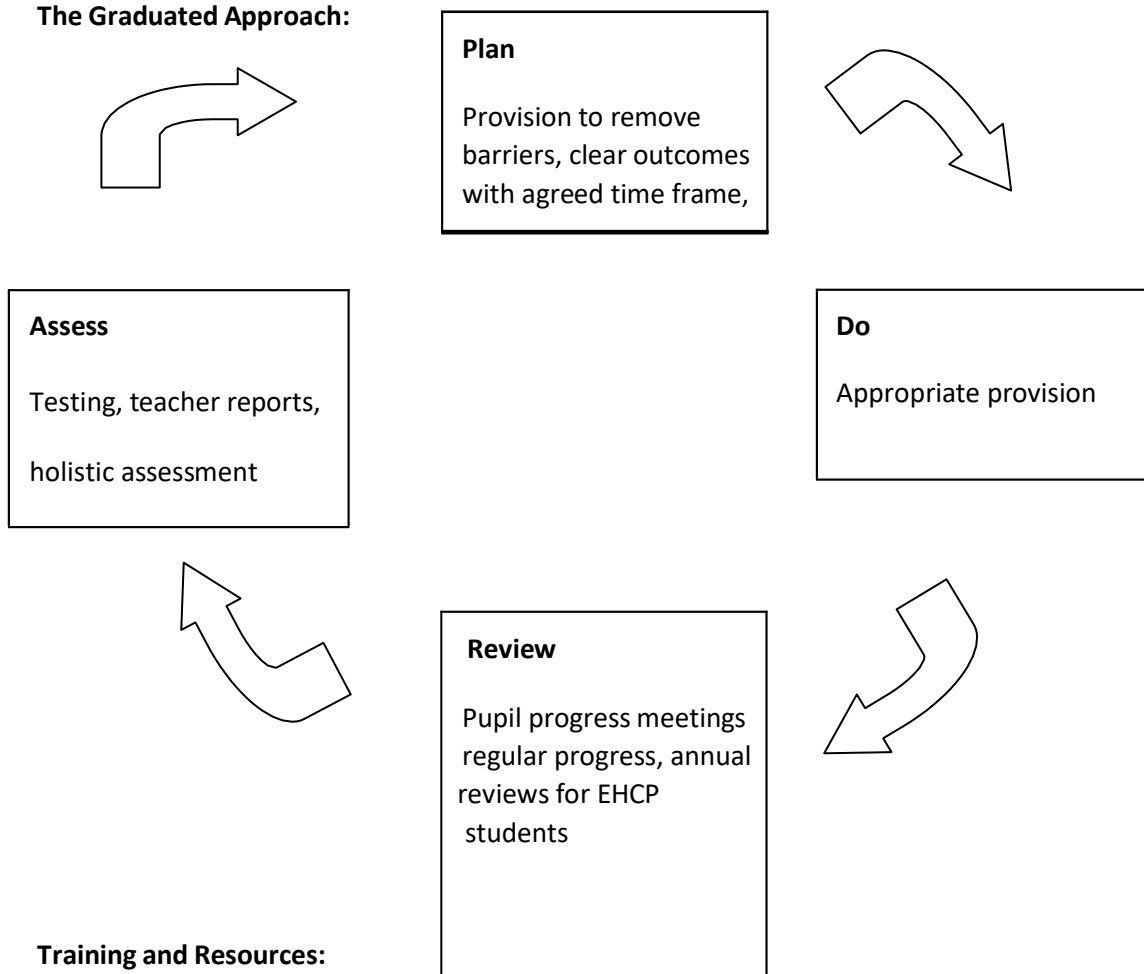
- When determining if a child has SEND we will refer to the four broad categories of need as described in the SEND COP 2014
- In addition to the four areas we will also consider what is not SEND but may impact on progress and attainment (including disability, attendance and punctuality, health and welfare, multi lingual students, disadvantaged students 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 and/or pathway referrals confirm 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.
- Class profiles are made available to the vast majority of classes to help teachers deliver quality first teaching.

**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
- Additional support and specialist services are engaged and monitored and costed by the SENDCo and Head Teacher Jayne O'Grady 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 (EHCP) may be requested by the SENDCo 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:**

SENDCo: Isobel Walter, monitors the identification of SEND students and the provision put in place to support them. Kath Chapple, Deputy Head Teacher is line manager of the SENDCo.

- 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 SENDCo or Head of Year. 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, form tutors and SENDCo.
- Our aim is to improve levels of engagement with parents, carers and families.

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**Next review:** November 2024

**Responsible:**

Isobel Walter, SENDCo

**Linked Policies:** Teaching and Learning, Inclusion, Equal Opportunities