



# SEND Policy

Policy reviewed: November 2024  
Next review: November 2026  
Link Manager: Isobel Walter, SENCo  
Governor Committee: Standard and Achievements

**Principle:**

At Sale High, we are committed to ensuring that students with Special Educational Needs and Disabilities (SEND) thrive academically, socially, and emotionally. Teachers play a pivotal role by delivering high-quality, inclusive teaching that adapts to the diverse needs of learners, utilising adaptive teaching strategies and differentiated resources. Middle Level Leaders work collaboratively with teachers to ensure schemes of learning are accessible and provide targeted support for students with SEND. Senior leaders oversee the implementation of the SEND policy, ensuring that adequate training and resources are in place and that staff are equipped to meet individual needs.

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.

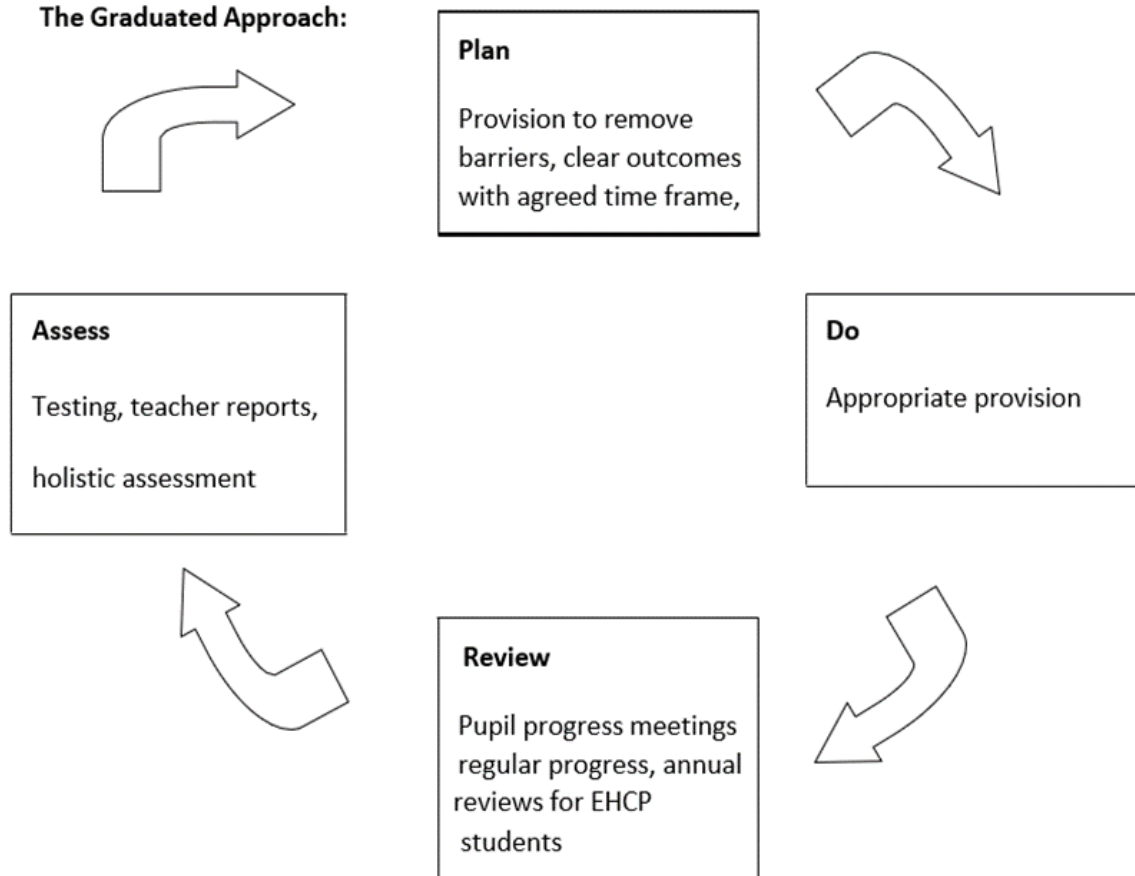
**Identification of Students with SEND:**

- 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.

## Managing the Needs of Students on the SEND Register:

- We use the graduated approach to management
- 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, Mr Rogers, 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 access arrangements (EAA) 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 parents and carers.
- Each individual member of staff carries the professional responsibility of identifying ways in which all areas of learning may be experienced by every student. Sale High attaches a high priority to in-service training towards enhancing delivery of provision for special educational needs.
- Through training and support we seek to foster the commitment and expertise of all members of staff to offer adaptive learning strategies and a differentiated curriculum to meet the needs of all students.
- Whole staff in-service training sessions on matters relating to special educational needs are a feature of the school's INSET programme.
- The senior leaders constantly seek to deliver relevant training to Learning Support Assistants alongside the whole school Continuing Professional Development (CPD) opportunities.
- Newly qualified teachers (ECTs) and (ITT) students also have extensive training to raise awareness and develop specific skills so that they are immediately able to provide support for SEND learners.

## Overview of support:

**The Learning Hub** provides tailored academic support through small group sessions and one-on-one interventions, designed to address individual learning needs effectively.

### Literacy Support:

- **Lexia Reading:** Some students will participate in this online literacy programme, which offers systematic and personalised learning across six key areas of reading instruction. It identifies skill gaps in real-time, providing teachers with actionable data and targeted resources for small-group or individualised instruction.
- **Fresh Start Programme:** Selected students may join this literacy intervention, which delivers systematic and rigorous phonics practice. The programme ensures students achieve the necessary proficiency to integrate seamlessly into the mainstream curriculum.

### Numeracy Support:

- **IDL Numeracy Programme:** This interactive programme engages students in activities designed to strengthen their maths skills and support steady progress in numeracy.

**Learning Support Assistants (LSAs)** can be assigned to specific lessons across the curriculum to provide targeted support for students on the SEN register. Their role involves assisting individual students or small groups, enabling them to engage with the curriculum effectively and supporting their learning

**The Wellbeing Hub** is a dedicated space to support the mental, emotional and physical health of students. The Wellbeing Support Assistants work with students on a one-to-one basis over several sessions to help reduce emotional dysregulation, enabling students to engage in learning within the classroom. In addition, they can help with anxiety, grief, stress and self-

esteem. This Hub also offers support on an ad hoc basis and provides a quiet and calm space for students who might feel overwhelmed.

**The Talking Hub** offers a talking therapy and can be accessed through a head of year referral. The school counsellors provide individual and small group sessions to support wellbeing and positive mental health.

**Access to Learning Plans** can provide information for teachers about students' needs and difficulties and suggests strategies to aid learning.

#### **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, the school's complaints procedure is available on the school website.

#### **Who to contact regarding SEND**

- Governor – **Holly Cookson**
- Assistant Headteacher for Inclusion and SEND – **Lisa Conce**
- SENCo – **Isobel Walter**
- Assistant SENCo – **Elizabeth Parry**
- Assistant SENCo – **Francesca Dutson**

#### **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

**Policy reviewed:** November 2024

**Next review:** November 2026

**Responsible:** Isobel Walter, SENDCo

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