



SPECIAL EDUCATIONAL NEEDS AND INCLUSION POLICY

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“The Governors of Stanley High School are committed to safeguarding and promoting the welfare of children and young people at every opportunity and expect all staff and volunteers to share this commitment.”

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1. Introduction

This policy is in keeping with the school's aims, its teaching and learning policies, and its policy on equality of opportunity. The school is committed to a policy of inclusion: one in which the teaching, learning, achievements, attitudes, and well-being of all students matters, including those identified as having special educational needs. The culture, practice, management, and deployment of the school's resources are designed to ensure all students' needs are met.

2. Legal framework

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012 and 2014.
- Equality Act 2010.
- Mental Capacity Act 2005 and the amendment Bill 2018.
- Children's Act 1989.

It will also consider statutory and non-statutory related guidance, including, but not limited to:

- SEND Code of Practice 0-25.
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.

The Governing Body believes that all students, regardless of ability and behaviour, are valued equally at Stanley High School. Students with SEND are not viewed as a separate body but are part of the whole school approach, and different students' needs are recognised and met through varied and flexible provision throughout the curriculum.

Objectives and Guiding Principles of the SEND Policy

To ensure that all students, whether or not they have SEND, have access to a broad, balanced, and relevant curriculum, which is differentiated to meet their individual needs.

To ensure identification, assessment and provision for any student who may have special educational needs.

To help every student realise his or her full potential and optimise their self-esteem.

To enable all staff to play a part in identifying students with SEND and to take responsibility for recognising and addressing their individual needs.

To encourage the whole school community to demonstrate a positive attitude towards SEND and Inclusion.

To encourage an effective parent partnership in developing and implementing a joint learning approach at home and at school.

To encourage and support students to participate in all decision-making processes that occur in their education i.e.: their views are sought and considered.

To follow the SEND Code of Practice (2015) which recommends a graduated "Assess, Plan, Do, Review" approach to the support of students within SEND.

Definition of Special Educational Needs

The law states that a child has a special educational need if he or she has a:

- significantly greater difficulty in learning than others of the same age.
- disability or health condition which prevents or hinders them from making use of educational facilities of a kind provided for others of the same age in mainstream schools or mainstream post-16 institutions.

3. Areas of special educational need

Stanley High School will make provision for students with the following kind of need:

- Communication and interaction.
- Cognition and learning.
- Social, emotional, and mental health.
- Sensory and/or physical.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Special educational provision means:

“Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.”

(The New Code of Practice, 2015)

This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

4. Factual Information

Key roles:

- Headteacher
- Assistant Headteacher, Inclusion and Safeguarding Officer
- Designated Safeguarding Lead (DSL)
- Teacher LAC (Children looked after by the Local Authority)
- Special Needs Coordinator (SENDCO)
- Assistant SENDCO
- Governor with responsibility for SEND.
- Class Teachers
- Teaching Assistants (TAs)
- Pastoral and Intervention Team

The key responsibilities of the SENDCO:

- Overseeing the day-to-day operation of the school's SEND policy.
- Coordinating provision for students with special educational needs.
- Liaising with and advising fellow teachers.
- Managing Teaching Assistants and Pastoral workers (in conjunction with relevant Leaders).
- Liaising with relevant staff where a looked after child has SEND.
- Advising on a graduated approach to providing additional SEND support.
- Overseeing the records of all students with special educational needs.
- Liaising with parents of students with special educational needs.
- Contributing to the in-service training of staff.
- Liaising with Primary schools, Educational Psychologists, health, social care and independent or voluntary bodies who may be providing SEND support and advice to a child and their family.
- Being a key point of contact with External Agencies, the Local Authority (LA) and LA/other support services.
- Liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned.
- Collaborating with Curriculum co-ordinators so that the learning for all children is given equal opportunity.
- Ensuring, with the Headteacher and School Governors, that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and Access arrangements.

- Ensuring that the school can track and record support plans for children with SEND in school.
- Fulfilling the requirements of the code of practice.

Special facilities and building adaptations.

The building has wheelchair access and there are toilet facilities for disabled students and staff. The school has implemented its Accessibility Plan since 2003 and aims to continue to further improve access to all facilities and the curriculum. The school has in place a DDA (Disability Access) plan in line with the introduction of a Disability Equality Duty for the Public Sector. This is in response to the Disability and Discrimination Act of 2005.

5. Admission arrangements

Please refer to the current Admissions Policy.

6. SEND Specialism

We have a designated SEND Support base, and we have been a Physically Disabled Resourced School since 2003.

7. School Responsibilities

Curriculum entitlement

All students, including those with SEND, will have access to a broad and balanced curriculum, which will include the National Curriculum. The Governing Body of the school is responsible for ensuring that all students receive the curriculum to which they are entitled. For further clarification refer to the National Curriculum document.

Allocation of funding to and between students with SEND

Funding for work with students with SEND will always equal or exceed that which the school receives from Sefton Council through the SEND audit.

The SEND budget will be used to access resources, support personnel and where necessary adapt the school environment to allow all students (including those with physical or sensory impairments) to access the curriculum and fulfil their development potential.

At some point in their school career, several students may experience difficulties in accessing certain areas of the curriculum but may not necessarily require additional support. We refer to this as Quality First Offer (please refer to the Special Educational Needs Information report for detailed clarification on this point). These students will not normally receive extra funding as their educational provision will be supported through differentiation by the class teacher within their normal classroom environment. The situation will be regularly monitored and assessed.

Students who need additional help and who will form part of our SEND support register will receive funding/support in line with their needs and current progress. The school is responsible for the first £6000 of funding. Beyond this £6000 amount school will need to bid for money to provide extra support. Where funding is not historically attached, school will need to fund any SEND support from within its own school budget up to the value of £6000 unless an Education Health Care Plan is successfully acquired, or a Higher needs Funding bid is accepted by the LA.

For greater clarification on Education Health Care plans please refer to the SEND Information report. This can be found on our website, or a copy can be collected on request.

Policy on SEND training for staff.

Whole staff training in SEND will be identified and met through INSET (in-service training) provision (borough, cluster, and school). SEND training sessions are regularly organised throughout the academic year to meet

the current needs of staff and will be led by the SENDCO, another member of staff or by an appropriate outside agency. Teaching Assistants/Pastoral and Intervention Teams will be invited to attend/contribute to relevant inset sessions and external courses.

The SENDCO will attend any cluster SEND meeting/training sessions as appropriate and will attend SEND conferences and training outside the LA where appropriate and relevant.
Inclusion of students within and beyond the school

Wherever possible, all students with SEND will join in all the activities of the school with students who do not have SEND, although there may be occasions where this may be inappropriate. This inclusion policy covers all areas of the curriculum, acts of worship, school visits including residential trips, sporting activities, social activities, mealtimes, and recreation times.

8. Curriculum

Awareness of standards of achievement of individual students

Students who fell behind at school, or who are studying below level 2, should have their needs identified and appropriate support should be provided. It should not be assumed that they have SEN just because they have lower attainment levels than many of their peers. They may do, but this should be identified specifically and supported. Equally it should not be assumed that students working on higher level courses do not have any learning difficulty or disability that may need special educational provision (New Code of Practice 2015).

Stanley High staff monitor the standard of attainment and achievement of individual students through:

- Teacher observation and marking of work and homework.
- Assessment records of Reading Comprehension and Spelling Age (where appropriate).
- KS2 results.
- CAT (Cognitive Ability Tests) at Year 7.
- Reading tests at Year 7.
- Internal assessment tasks and exams.
- Tracking against target reports (published at least 2 times a year in the form of data only and a full report at the end of each academic year).
- Information gathered for Reviews, Meetings with parents, Monitoring by Heads of Year, and other key individuals.
- End of year teacher assessment of National Curriculum levels.
- Regular reviews of Progress data within Faculties and Subjects.
- Regular AIM (Additional Intervention) Updates and discussion.
- Access to modification and disapplication from the National Curriculum
- The programmes of study for each key stage for each subject in the National Curriculum,
- Foundation and Core curriculum will be taught to all students unless it is agreed that it is in the best interest of the child for alternative arrangements to be made, in line with section 4.3 of the National Curriculum Framework Document (2014).

Appropriate provision will be made for students who need to use:

- means of communication other than speech, including computers technological aids, signing, symbols or lip-reading.
- non-sighted methods of reading, such as Braille, or non-visual or non-aural ways of acquiring information.
- technological aids in practical and written work.
- Aids or adapted equipment to allow access to practical activities within and beyond school.
- All in line with advice received from SSENIS (Sefton Special educational Needs and Inclusion Service).

In the exceptional case of such a curriculum being inappropriate for a student with special educational needs, the Head teacher may give a special direction for either modifying or not applying the National Curriculum for the student for a period of up to six months, in accordance with section 19 of the 1988 Education Reform Act.

The only other time a disapplication or modification will occur will be when this is amended by and registered on a student's Education Health and Care Plan, as deemed necessary in consultation with student, parent and supporting parties.

9. Teaching arrangements for students with SEND

Students with SEND will be taught in the classroom alongside their peers. Students designated as K (SEND Support) or who have an Educational Health and Care Plan, where necessary, will have the in-class support of a Teaching Assistant, Academic Intervention or Pastoral intervention.

Teaching techniques and strategies within each class, including differentiated resources and learning tasks, will accommodate those of differing abilities, including those with SEND, wherever appropriate and necessary. This will enable individual learning needs to be met and all students to maximise their potential in all areas of the curriculum and is our commitment to Quality First Offer.

Students who are struggling with acquiring basic reading, spelling, mathematical, language or gross/fine motor skills will, on occasions, be withdrawn to be given individual or group tuition by SSENIS or a member of the SEND school team or Mentor team. Students identified as having specific needs in literacy and numeracy, by their Primary school, will continue with individual or small group access to the support or mentor input for at least the first term of year 7. On advice from SSENIS and those working with the identified youngsters, this will be reviewed over the rest of the year.

We believe that it is essential that students who are having difficulty learning such skills are supported as soon as possible on transferring to Secondary. This will include weekly Library sessions as part for the Year 7 timetable, to support and encourage appropriate reading for enjoyment and progress.

The teaching arrangements for those students with an EHCP (Education Health and Care Plan) will be determined by their statement needs and support.

10. Identification, Assessment, and Intervention

Stanley High School models its approach on the guidelines given in the SEND Code of Practice (2015). This is a graduated approach.

11. SEND Support

SENDSCO in consultation with parents, subject staff and progress manager requests help and advice from external agencies.

School is provided with advice or support from outside specialists through the SENDSCO or member of the SEND team.

Additional or different strategies to those at Quality First Offer (QFO) are put in place and an ISS (Individual Strategy Sheet) will usually be devised. This will usually take the form of a detailed advice sheet attached to the individuals SIMS profile page.

SENDSCO takes the lead in:

- Planning any further assessment of the student.
- Planning future interventions for the student in discussing with colleagues.
- Monitoring and reviewing the actions taken and differentiation of work in the classrooms. Also, monitoring the strategies devised for the student on their Individual Strategy Sheet are being undertaken.
- Where a student is unable to access the National Curriculum after considerable internal and external help and time then, in consultation with the parents, the Head Teacher/SENDSCO will request a statutory assessment of the student's needs to investigate the need of an Education Health Care Plan.
- Education Health and Care Plans (EHCP)

Students will have specific targets set out in an individual learning plan. The plan will be reviewed as part of an on-going process and a report sent annually to the Authority. The plan should only record what is additional to or different from normal, differentiated curriculum provision.

The plan will be reviewed annually with the input of staff, parents, students, and any other interested parties. Recommendations from the LA will be followed when planning for the future, with a student who has an EHCP.

12. Parent Partnership

The aim is to develop a partnership where professionals and parents work together in the best interests of the student. Stanley High School recognises that positive attitudes, sharing of information, procedures and awareness of needs are all important. The views and wishes of the student are also sought and taken into consideration.

Parents are fully involved in the school-based response for their student, and we will ensure that they understand the purpose of any intervention and any subsequent programme of action. Parents are informed when a teacher considers that a student's needs are significant enough for the student to be placed on the SEND register. At this point a learning plan or suggested teaching strategies are developed and circulated to subject staff. Regular contact between parents, school, staff, and the student help in reviewing the student's progress and the programme of learning.

During the procedure of applying for a statutory assessment (which may lead to an EHCP), the parents will be given as much help, advice, and support as possible from staff at school. They will be required to fill in the parent's section of the document and will be supported in doing so if necessary.

We formally report students' progress to parents once a year through the annual written report and twice more through Progress Tracking throughout the year. There are opportunities for teachers to consult with parents on Student Progress Evenings.

In addition, we operate an open-door policy. Parents are welcome to talk to teachers whenever they have a concern about a student (at a mutually convenient time). Whenever a parent mentions a specific concern, it is always investigated, and results are reported back/discussed with parents.

Parents are also encouraged to attend any Question-and-Answer sessions/Parents Information Events organised throughout the year.

A formal review of the ISS for all students on the K register (SEN Support) takes place in the summer term. Parents are invited to attend.

13. Relationship with Outside Agencies & Involvement with Educational Support Services

The school subscribes to the services of SSENIS (Sefton Special Educational Needs and Inclusion Service) and asks for the advice of specialist advisory teachers as and when necessary. The Pastoral team regularly meets with the Educational Welfare Service to discuss any matters of concern. The Educational Psychologist comes into school to work with individuals or offers advice as appropriate. Where necessary, the school will refer a student to an external specialist after consultation with parents.

14. Links with medical, social, and voluntary organisations

The school has regular contact with health professionals, such as the school nurse, GPs, speech and language therapists, physiotherapists, occupational therapists, Hearing Impaired and Visually Impaired advisory teams. We may also contact specialist medical services, social services or voluntary organisations and may carry out specialist programmes recommended by them. We will provide them with any relevant information requested, with the permission of parents.

15. Links with Special / Mainstream Schools

Whenever any student transfers to another school, including special schools, Stanley High School will fill in a transfer form and pass on all relevant information. In addition, for students with SEND, there will usually be dialogue between the SENDCO/ Head Teacher and a senior member of staff from the other school. Year 6 transfer is supported by a visit to each of the feeder primary schools by the SENDCO/Head of year 7 and/or pastoral staff. This means that relevant information is gathered, and the transition is smooth and effective for any student with SEND.

16. Monitoring and evaluating the success of the policy

The SENDCO will:

Monitor and support the progress of individual students with SEND to include reading and spelling ages.
Conduct support/learning plan reviews and EHCP reviews with staff and parents.
Report to the Head Teacher/SEND Governor.

The policy will be monitored and evaluated by:

- Senior Leadership Team.
- SENDCO.
- Advisers, inspectors, external specialists, and governors.
- The assessment of individual students with SEND.
- Students reviews with parents.

The policy and/or procedures will, where necessary, be revised.

This policy should be read in conjunction with all other school policies, in particular the SEND Information Report (SIR), Social Emotional and Mental Health (SEMH), Equal Opportunities, Teaching and Learning, Admissions and Assessment.

17. Glossary:

AIM	Additional Intervention Measures
CATs	Cognitive (untaught) Ability Tests
DDA	Disability Access Plan
EHCP	Education, Health, and Care Plan
ISS	Individual Support Sheet (strategies staff are to use to support an individual's learning)
LA	Local Authority
QFO	Quality First Offer Teaching
SEND	Special Educational Needs and Disabilities
SENDCO	Special Educational Needs and Disabilities Co-ordinator
SSENIS	Sefton Special Educational needs and Inclusion Service