

# SEND Policy



**WILMSLOW**  
HIGH SCHOOL

Managed by  
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Deputy Headteacher – Behaviour and Attitudes  
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## 1. Aims

Our SEND policy aims to meet the principles outlined in the [SEND Code of Practice](#).

Following the EEF Guidance report on special educational needs in mainstream school, the following underpin our aims:

- To create a positive and supportive environment for our young people with SEND in which inclusive practices are embedded
- Provide students with SEND access to all aspects of school life so they can engage in the activities of the school alongside students who do not have SEND
- To build an ongoing, holistic understanding of our young people and their needs, including through effective systems to allow early identification of special educational needs
- In line with the pursuit of excellence for every student every day: to have high ambitions and set stretching targets for our young people with SEND with a focus on removing barriers to learning
- Help students with SEND fulfil their aspirations and achieve their best
- Help students with SEND become confident individuals living fulfilling lives
- Help students with SEND make a successful transition into adulthood
- To ensure high quality provision to allow our young people with SEND to achieve their best, including ensuring that they have access to high quality teaching
- To complement high quality teaching with carefully selected interventions, ensuring that the approaches used are based on the best possible evidence and are having the required impact on progress
- To promote positive outcomes in the wider areas of personal and social development, ensuring that our young people with SEND can become confident individuals living fulfilling lives and making a successful transition into adulthood
- Communicate with students with SEND and their parents or carers, involving them in discussions and decisions about support and provision for the student

### Whole Curriculum vision

Our vision for all our students, including those with a special education need, within:

- The Formal Curriculum
- The Wider Curriculum
- The Wilmslow Way
- [What we Teach at Wilmslow High School: The Whole Curriculum](#)

### Quality of Education

At Wilmslow High School we believe that every student should be supported to gain at least substantial knowledge of a broad, ambitious and knowledge-rich curriculum.

The end result of a good, well-taught curriculum is that students, including those with a special educational need, are able to know more and are able to do more. The positive results of students' learning can then be seen in the standards they achieve.

We are committed to making sure all our students have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of students, no matter how varied, this is delivered through:

- [What we Teach](#)
- [How we Teach](#)
- [That Students Learn](#)

## 2. Roles and responsibilities

All will be expected to work within the guidance provided in the [SEND Code of Practice](#), 2014

### Teachers will:

- Take responsibility for the progress and development of every student in their classes. “All teachers are teachers of SEND”
- Set high expectations and ambitious targets for all students, whatever their prior attainment
- Provide high quality teaching using our routines of excellence including **additional scaffolding and support** for SEND students
- Provide appropriate independent practice for students including **additional scaffolding and support** for SEND students
- Make routine checks for understanding in lessons and use appropriate and accurate assessment with all students
- Plan and provide high-quality teaching that is adapted and/or scaffolded to meet student needs through a graduated approach
- Work closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Use accurate assessment formatively to inform planning and teaching, including addressing potential areas of difficulty and removing barriers to student achievement and keep appropriate records
- Engage with guidance as outlined in individual Passports for SEND students and contribute to these with effective teaching and learning strategies that support students to make progress
- Identify students making less than expected academic or developmental progress given their age and individual circumstances. That is, progress which:
  - is **significantly** slower than their peers starting from the same baseline and/or fails to close, or widens the attainment gap; or
  - fails to match the student’s previous rate of progress
- Flag concerns where students are making less than expected academic or developmental progress through:
  - i. Referrals to the SENDCO using our [internal referral system](#)
  - ii. Half-termly progress reviews as set out in the Quality of Education cycle.
- Communicate with parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve the set outcomes, identify the responsibilities of the parent, the student and the school and listen to the parents’ concerns and agree their aspirations for the student.

- Be able to access all documents regarding SEND:
  - SEND policy and information report
  - SEND register
  - First concerns register
  - Pupil Passports
  - Supporting students with medical needs policies and relevant student documents
  - Access Arrangements
- By accessing all the above, all staff will have full, up to date information about all students with SEND and their requirements. This will enable them to provide for individual needs within the classroom.

#### **Formal Curriculum Leaders will**

- Ensure that all teachers have access to all documents regarding SEND and that lessons are well planned to implement suggested strategies and adjustments
- Ensure a climate of high expectations and ambitious targets across the Formal Curriculum including not inadvertently narrowing the curriculum offered to SEND students
- Implement and quality assure the processes above in line with the SEND policy
- Ensure appropriate high quality additional support is provided, in particular [Building Fluency curricular provision](#) in English, mathematics, science and reading to support students' academic progress
- Ensure high quality professional learning is provided to support scaffolded teaching of SEND students [Professional Learning at Wilmslow High School](#)
- Implement progress reviews and Evidence Informed Action cycles to analyse the academic progress and performance of SEND students and put in place focused plans to address gaps

#### **The SENDCo and Deputy SENDCo will:**

- Work alongside other student support teams and curriculum teams to ensure that we are providing an inclusive environment for all
- Set high expectations and ambitious targets for all SEND students including not inadvertently narrowing the curriculum offered to SEND students
- Implement the SEND policy and SEND Information Report
- Implement a clear and well-communicated approach to identifying and responding to SEND, responding swiftly to concerns raised and working with the Formal Curriculum team Assessment
  - to ensure that, where appropriate, high quality specialised assessment supports identification of special educational need and the additional support required
  - to assess each student's current skills and levels of attainment as part of the Year 6-7 transition process

Provide:

- high quality individual Pupil Passports for SEND students
- professional learning on the special educational needs most frequently encountered
- information on supporting SEND students which support high quality teaching
- Coordinate effective high quality curriculum provision for all SEND students ensuring effective Formal Curriculum and Learning Support programmes

- Curriculum and Learning Support programmes to support:
  - i. Communication and interaction
  - ii. Cognition and learning
  - iii. Social and emotional health difficulties (working with the Student Services Lead for Learning and Achievement)
  - iv. Sensory and/or physical needs
- Work with the headteacher and governors to determine the strategic development of the SEND policy and provision in the school and make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that students with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and adaptive teaching methods appropriate for individual students, in line with our curricular provision model
- Ensure rigorous high-quality interventions are provided by the Learning Support Team that are based on the best possible evidence and which close identified learning gaps
- Ensure efficient and effective deployment of learning support staff (HLTAs, ELSAs and LSAs) to positively impact on student progress
- Engage in progress reviews and Evidence Informed Action cycles to analyse:
  - the academic progress and performance of SEND students in comparison to their peers and national data
  - the impact of interventions provided by the Learning Support Team and put in place focused plans to address any gaps
- Monitor the progress of SEND students with regards to:
  - i. attendance
  - ii. behaviour
  - iii. successful transition into adulthood including appropriate careers guidance.
  - iv. personal development and wellbeing

Implement monitoring programmes for all SEND students (including the EHCP Annual Review and Assess, Plan, Do, Review processes) in an efficient and timely manner to:

- identify and overcome barriers to learning
- put effective special educational provision in place which is matched to need
- ensure that the impact of this provision is regularly reviewed for impact

Escalate action in line with the [SEND Code of Practice](#), where a student continues to make little or no progress or to work at levels substantially below those expected. So that SEND students are supported to make good progress and secure good outcomes.

Ensure that the Learning Support Team work within our Quality of Education guidelines

Ensure close working relationships across the Learning Support Team with other school teams, students, parents/carers and other professionals and agencies, including in ensuring that SEND students receive appropriate support and high-quality teaching within the Local Offer including supporting school contact with families

Work with the Senior Leadership Team and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustment and access arrangements.

Use their best endeavours to make sure that every child with SEND gets the support they need whilst ensuring efficient and effective staffing and timetabling within the Learning Support Team, and deployment of the school's delegated budget.

#### **The Senior Leadership Team will:**

- Provide a suitably skilled SENDCo with a NASENCo qualification.
- Ensure that the SENDCos have sufficient time and resources to carry out the functions above including providing administrative support and time away from teaching
- Work with SEND leads to ensure that the wider curriculum opportunities such as clubs and educational visits are inclusive and accessible for all students.
- Work with SEND leads to make reasonable adjustments and adaptations to school policies where necessary for individual students.
- Work with the governing body and the SENDCOs in determining the strategic direction of policy and provision in the school
- Set high expectations and ambitious targets for all SEND students including not inadvertently narrowing the curriculum offered to SEND students
- Ensure that a clear approach is in place for identifying and responding to SEND
- Ensure that the provision made for SEND students is recorded accurately and kept up to date
- Monitor the progress and development of all students
- Ensure that the quality of teaching of SEND students, and the progress made by students, is a core part of the school's performance management arrangements and its approach to professional learning
- Use their best endeavours to make sure that every child with SEND gets the support they need whilst ensuring efficient and effective staffing and timetabling within the Learning Support Team, and deployment of the school's delegated budget
- Monitor and support the work of the SENDCo and Learning Support Team through line management processes
- Work with the SENDCos and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustment and access arrangements
- Monitor the implementation of the SEND Policy
- Regularly review how expertise and resources used to address SEND can be used to build the quality of whole-school provision as part of their approach to school improvement

#### **The governing board will:**

The governing board is responsible for making sure the following duties are carried out:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every student with SEND gets the support they need

- Make sure that students with SEND engage in the activities of the school alongside students who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for students with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN Information Report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCo for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of students with SEND

**The SEND governor will:**

- Help to raise awareness of SEND issues at Governing Board meetings
- Keep up to date with relevant school and national information related to SEND
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Senior Leadership Team and SENDCos to determine the strategic development of the SEND policy and provision in the school

**The Headteacher will:**

- Work with the SENCo and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCo and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for students with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual students
- Make sure that the SENCo has enough time to carry out their duties
- Have an overview of the needs of the current cohort of students on the SEND register
- Advise the LA when a student needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCo, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCo, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

### 3. Identifying students with SEND – a graduated approach

We will assess each student's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the student may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all students and in line with the student code of practice identify any whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better their previous rate of progress
- fails to close the attainment gap between them and their peers
- widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a student is making slow progress, they will target the student's area of weakness with adapted/scaffolded, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO using the SENDCO referral form, to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the student's parents or carers, consider placing the student on the SEND register, completing a learning passport and/or consulting an external specialist.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for students whose first language is not English.

When deciding whether the student needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a student is joining the school, and:

- their previous setting has already identified that they have SEND
- they are known to external agencies
- they have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the student starts at school, so support can be put in place as early as possible.

Once a student has been identified as having SEND, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a four-part cycle known as the graduated approach. This ongoing cycle enables us to refine and revise the plan and to help identify which interventions have the best impact upon progress.

#### **Assess**

The student's class teacher and the SENCO will carry out a clear analysis of the student's needs. The views of the student and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the student's need. For many students, the most reliable way to identify needs is to observe the way they respond to an intervention or strategy.

### ***Plan***

In consultation with the parents and the student, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the student will be made aware of the student's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, SIMS or Class Charts, and will be made accessible to staff in a Pupil Passport or school-based support plan.

Parents will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

### ***Do***

The student's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the student. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the student's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

### ***Review***

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed in line with the agreed dates and will be integrated with the Quality of Education cycle to ensure that assessment is regular and purposeful.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- the views of the parents and students
- the level of progress the student has made towards their outcomes
- the views of teaching staff who work with the student
- what revisions are required in light of the above

The teacher and the SENCO will revise the outcomes and support in light of the student's progress and development, and in consultation with the student and their parents.

### **School-based SEND provision**

Wilmslow High School is an inclusive school, and we support students with a wide range of needs.

Students receiving SEND provision will be placed on the school's SEND register. These students have needs that can be met by the school through the graduated approach. Where the student's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these students is funded through the school's notional SEND budget.

On the census these students will be marked with the code K.

## Education, health and care plan (EHCP)

Students who need more support than is available through the school's school-based SEND provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the student, the provision that will be put in place, and the outcomes sought.

The provision for these students will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these students will be marked with the code E.

## Complaints procedure

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the SENCo or Deputy Headteacher behaviour and attitudes. We will try to resolve the complaint in the first instance. If this does not resolve the concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the normal complaint's procedure, which can be found in the Complaints Policy [here](#).

## 4. Definitions

A student has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- a **significantly** greater difficulty in learning than the majority of others of the same age, or
- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is **additional to, or different from, that made generally for other children or young people of the same age** by mainstream schools.

## 5. Legislation and guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report
- The [Equality Act 2010](#) (Section 20), which sets out the school's duties to make reasonable adjustments for students with disabilities
- The [Public Sector Equality Duty](#) (Section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for students with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all students whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

## 6. Parents, carers and students

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a student on the SEND register will always be given the opportunity to provide information and express their views about the student's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- invited to termly meetings to review the provision that is in place for their child (as set out in Quality of Education cycle)
- asked to provide information about the impact of SEND support outside school and any changes in the student's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the student
- Given termly updates and an annual report on the student's progress

The school will consider the views of the parent or carer in any decisions made about the student.

Students will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the student:

- explaining what their strengths and difficulties are
- contributing to setting targets or outcomes
- contributing to production of their Pupil Passport
- attending review meetings
- giving feedback on the effectiveness of interventions

The student's views will be considered when making decisions that affect them, whenever possible.

### Monitoring the Policy

This policy will be reviewed by the DHT: Behaviour and Attitudes, the SENDCo and Deputy SENDCo **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

## 7. This Policy links to the following documents:

- SEND information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting students with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy