



# Special Educational Needs and Disability (SEND) Policy

**APPROVED**

Approved by:	School Standards and Performance
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# SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

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## **1. Aims**

Our SEN policy and information report aims to:

1. Set out how our school will support and make provision for pupils with special educational needs and disability (SEND)
2. Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

The Governing Body at Highlands Secondary School ensures that the Highlands Special Educational Needs and Disability (SEND) policy works within the guidelines of the Special Educational Needs as stipulated in the Code of Practice 2014, the Local Authority (LA) and other policies currently within the school.

At Highlands we believe that all students have an equal right to a broad and balanced education that will enable them to achieve their full potential. We endeavour to ensure that students with Special Educational Needs and Disability (SEND) receive provision that is 'additional to and different from' that provided within the curriculum for all students according to their needs. We provide support in all four areas of need as outlined in the Code of Practice 2014:

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

## 2. Legislation and guidance

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

1. [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
2. [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

## 3. Definitions

A pupil 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 the 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.

It is important to note that health care provision or social care provision which educates or trains a child or young person is treated as special educational provision ([section 21\(5\) of the Children and Families Act 2014](#))

## 4. Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age ability, disability and social circumstances.

## 5. Roles and responsibilities

### 5.1 The SENCO

The SENCO at Highlands school is Dr Vicky Tsoni ([senco@highlearn.uk](mailto:senco@highlearn.uk))

The SENCO will:

1. Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school

2. Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
3. Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
4. Advise on the graduated approach to providing SEN support
5. Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
6. Be the point of contact for external agencies, especially the local authority (LA) and its support services
7. Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
8. Ensure the school keeps the records of all pupils with SEND up to date

## **5.2 The SEN governor**

The SEND governor at Highlands is Mrs. Susan Cross. The SEND governor will:

1. Help to raise awareness of SEND issues at governing board meetings
2. Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
3. Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

## **5.3 The headteacher**

The headteacher will:

1. Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
2. Have overall responsibility for the provision and progress of learners with SEN and/or a disability

## **5.4 Class teachers**

Each class teacher is responsible for:

1. The progress and development of every pupil in their class
2. Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
3. Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
4. Ensuring they follow this SEND policy

## **6. Identification, Assessment and Provision**

Provision for students with special educational needs is a matter for the whole school, the Governing Body, the school's Head teacher, the SENCO and all other members of staff. "All teachers are teachers of students with special educational needs and disability."

The school will assess each student's current levels of attainment upon entry. If the student already has an identified special educational need, this information will be transferred from partners in their primary school and the SENCO will use this information to:

- Identify and focus attention on action to support the student within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessments provide regular feedback about the student's achievements and experiences. This will form the basis for planning the next steps of the student's learning

## **7. SEND Register**

Reasons for a student being added to the SEND register may include:

- Making little or no progress, even when teaching approaches are targeted particularly in a student's identified area of weakness.
- Showing signs of difficulty in developing literacy or mathematical skills, which result in poor attainment in some curriculum areas.
- Persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- Sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- Communication and/or interaction difficulties and continues to make little or no progress.

A student may be taken off the register after regular reviews which indicate good progress being made within the normal adapted curriculum without the need for a 'different or additional' provision.

## **8. Partnership with Parents and Students**

Partnership plays a key role in enabling students with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared views of a student's needs. All parents of students with SEND will be treated as partners and given support to play an active role in their student's education.

- At all stages of the special needs process, the school keeps parents and students fully informed and involved and takes account of their wishes, feelings and knowledge.
- Parents have access to the SENCO through the school's email address and may phone or make an appointment for a face to face discussion as needed.
- The school website contains details of our policy for SEND, the SEND Information Report, including the arrangements made for students in our school with SEND.

## **9. The Use of Outside Agencies**

These services may become involved if a student continues to make little or no progress despite considerable input and adaptations by the school. They will use the student's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity or provide additional specialist assessment or be involved in teaching the student directly.

## **10. School Request for Statutory Assessment or Education Health and Care Plans**

A request will be made by the school to the Local Authority (LA) if the student has demonstrated significant cause for concern. The Local Authority (LA) will be given information about the student's progress over time and will also receive documentation in relation to the student's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Records of regular reviews and their outcomes
- Records of the student's health and medical history where appropriate
- Attainment levels in literacy and numeracy
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist
- Views of the parents

## **11. Access to the Curriculum**

All students have an entitlement to a broad and balanced curriculum, which is adapted to enable them to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement. Information about every student's SEND is shared with teaching staff who are responsible for adapting the learning activity to suit each individual student.

## **12. Allocation of Resources**

The SENCO is responsible for the day to day operational management of the specified resources for special needs provision within the school, including the provision for students with statements of special educational needs and Education Health and Care Plans within the allocated resources.

The Head Teacher informs the Governing Body of how the funding allocated to support special educational needs has been used.

The Deputy Head teacher in charge of Inclusion, Ms Lloyd, and the SENCO meet regularly to discuss the provision of SEND and how this is met within allocated resources.