

Special Educational Needs and Disability (SEND) Policy

Weaverham High School: Sandstone Trust



Approved by:	Sandstone Trust
Lead of Review:	V Marsland Trust Inclusion Lead
Last reviewed on:	3.12.25
Next review due by:	3.12.26



Trust Values

The Sandstone Trust is committed to promoting excellence in education across all our schools. Through dynamic partnerships between our two high schools and two primary schools, we harness a wealth of expertise and exemplary practice across all key stages. Our collaborative approach ensures consistently high standards of achievement and personal development for every student.

We uphold our vision through inspirational partnerships, exceptional professional development, and unwavering educational rigour. These pillars are underpinned by our core values of respect, collaboration, honesty, and exploration.

Status

Statutory

(As part of the Children's and Families Act 2014, this policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 years June 2014 (updated 2020)).

Named Personnel

SENCO: Joanne Farquhar

SEND Governor: Cathy Winder

Definition

A child or young person has SEND (Special Educational Needs and Disabilities, as defined in the Children and Families Act 2014) if a child or young person has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or young person has a learning difficulty or disability if he or she has:

- significantly greater difficulty in learning than the majority of others the same age or
- a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Disabled children and young people

People who have SEND may have a disability under the Equality Act 2010- that is 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. 'Long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, and epilepsy. Children with such conditions do not necessarily have SEND, but there is a considerable overlap. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

It should be noted that this definition of learning difficulty does not apply to students who have a learning difficulties solely because his/her language is different from the language in which he/she will receive his/her education.

Purpose

At Weaverham High School, we believe in everyday excellence and in supporting every student to become the best version of themselves. We are committed to the belief that all children can exceed expectations, regardless of their prior attainment or experiences. This belief is underpinned by a whole-school approach that promotes access, participation, and achievement for all. Teachers and teaching assistants share responsibility for the progress and development of every student, including those they directly support. We actively promote awareness and understanding of special educational needs and disabilities among staff and students, fostering a culture of inclusion, acceptance, and celebration of diversity across our schools.

Relationship to other policies

This policy should be read in conjunction with the policies on teaching and learning, the school curriculum, equality and assessment, recording and reporting. The accessibility plan is an integral part of this policy.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 years June 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND code of Practice 0-25 (June 2014) Updated 2020
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012 (Updated 2021)

Aims

- To ensure that every student understands how and has the opportunity to be healthy; to be safe; to enjoy and achieve; to make a positive contribution to our community; to enjoy social and economic well-being.
- To ensure that all SEND students receive their full entitlement to a high-quality education within a broad, balanced and relevant curriculum, including access to the National Curriculum, so that they can reach their full potential.
- To educate SEND students, wherever possible alongside their peers within the mainstream classroom setting, with learning support assistants supporting students in mainstream lessons as necessary and within available resources.
- To promote intellectual, emotional, social and physical development.
- To identify and assess students with SEND as early and as thoroughly as possible, fully involving parents/carers and students in the early identification, assessment and delivery of SEND.
- To encourage, promote and seek close co-operation between all agencies concerned for a multi-disciplinary approach to education.
- To stimulate, promote and maintain student enjoyment and interest in his/her own education and ensure that students with SEND take part in all school activities.
- To conduct regular reviews of student progress, ensuring that parents/carers of SEND children are kept fully informed of their child's attainment and progress.
- To ensure that all school staff are aware of each student's needs so that such needs can be met in all school settings.
- To provide CPD opportunities and training for all staff involved in the care and teaching of

students with SEND, to ensure that students' needs can be met in the mainstream setting.

- To ensure that no student is discriminated against, in any area of school life, on the basis of his/her ability.

Objectives

- Educational provision is achieved through integration into the mainstream school. The school uses its best endeavours to make sure that a child with SEND gets the support they need. Sensitive and creative adaptation of the curriculum may be required. This can be done by adopting appropriate teaching methods and resources which are sensitive to the area of SEND. One of the key roles of the SEN department is to raise awareness with staff of these issues and to support them to deliver the curriculum to maximum effect.
- The identification of SEND is built into the overall approach to monitoring the progress and development of all students. The school's arrangements for assessing and identifying students are agreed and set out as part of the Local Offer.
- The school regularly reviews and evaluates the breadth and impact of the support offered and accessed, in conjunction with reviewing the provision that is available locally through the Local Offer. The school has a duty to collaborate with other local education providers to explore the most effective way to meet students' needs.
- The school has a duty under the Equality Act 2010 towards individual disabled children and young people to make reasonable adjustments, including the provision of auxiliary aids and services to prevent them from being put at a substantial disadvantage.
- The SEND department offers advice to subject teachers and other departments on employing adapted teaching methods and resources. Also working with subject teachers, parents/carers and students in developing interventions and approaches to enhancing student self-esteem.
- The SEND department ensures that subject staff are fully informed of the SEND of any students in their care. Information is shared with staff on a confidential basis via the SEND register and MiS systems. This information is updated and monitored regularly.
- Lessons are conducted in a secure, supportive and disciplined manner. Students and staff interact in a manner that demonstrates mutual respect.
- Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents/carers, teachers and students working together.
- Research continues to show that multi-sensory teaching and learning strategies used to support dyslexic students are of real benefit to all learners. The SEND department will continue to share strategies with staff to embed in their teaching.

Roles and responsibilities of headteacher, other staff, governors and Trustees

Provision for children with special educational needs is a matter for the school as a whole. It is each

teacher's responsibility to provide for students with SEND in his/her class, and to be aware that these needs may be present in different learning situations.

COP 6.4 – The quality of teaching for students with SEND, and the progress made by students should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.

All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the headteacher, has a legal responsibility for determining the policy and provision for students with SEND. It maintains a general overview and has appointed a representative governor (the SEND governor), who takes particular interest in this aspect of the school.

The **Board of Trustees** has the responsibility for:

- Strategic Oversight of SEND Provision across the trust, provided by an action/implementation plan from the Trust SEN Lead.
- Ensure SEND is embedded in the Trust's strategic vision and improvement plan.
- Monitor the implementation of the SEND policy and strategic objectives, the SEN trustee member will meet with the Trust SEN Lead
- Ensure the Trust meets its obligations under the Children and Families Act 2014, SEND Code of Practice (2015), and Equality Act 2010.
- Hold the CEO and SENCO Trust Lead accountable for the quality and effectiveness of SEND provision across the Trust, by meeting with both twice a year.
- Monitor data on SEND student progress, attendance, exclusions, and interventions, by asking pertinent questions about data that is presented to the board.
- Promote an inclusive culture and ensure all students with SEND in the Trust have access to a broad and balanced curriculum.
- Ensure that students with SEND are not disadvantaged or discriminated against.
- Ensure appropriate financial resources are allocated to support SEND provision.
- Ensure that the school SEN Governors have are holding school SENCOs to account, by meeting with school governors twice a year.
- Ensure all trustees, have an understanding of SEND at all Trust schools, by feeding back records of visits and meetings with relevant staff.
- Participate in reviewing Trust SEND policies annually and as needed.
- Contribute to self-evaluation processes, Ofsted preparations, and post-inspection actions regarding SEND, by meeting with relevant parties and Trust board members.
- Ensure that SEND remains a visible and high-priority agenda item at trustee meetings.

The **Headteacher** has responsibility for:

- The management of all aspects of the school's work, including provision for students with SEND
- Keeping the governing body informed about SEND issues
- Working closely with the SEND personnel within the school
- Ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The **governing body** will ensure that:

- SEN provision is an integral part of the school improvement/development plan
- A SEND governor representative is appointed to work alongside the SEND co-ordinator.
- The necessary provision is made for any student with SEND

- All staff are aware of the need to identify and provide for students with SEND
- Students with SEND join in school activities alongside other students, as far as is reasonably practical and compatible with their needs and the efficient education of other students
- They report to parents/carers on the implementation of the school's SEND policy
- They have regard to the requirements of the *SEND Code of Practice* (June 2014)
- Parents/carers are notified if the school decides to make special educational provision for their child
- They are fully informed about SEND issues, in order to play a major part in school self-review and are fully aware of the Local Offer and its implications
- Appropriate staffing and funding arrangements are established, and oversee the school's work for pupils with SEND
- The quality of SEND provision is regularly monitored
- They, and the school as a whole, are involved in the development and monitoring of this policy.

The SEND Governor is responsible for:

- Working alongside the school's SENCO
- Ensuring that the school's policy is reviewed annually
- Reporting back to the full governing body after discussions with the SENCO
- Supporting the school in its work with children with SEND

The **special educational needs co-ordinator** (SENCO) is responsible for:

- Overseeing the day-to-day operation of this policy and ensuring procedures are followed
- Ensuring that an agreed, consistent approach is adopted
- Liaising with and advising other staff
- Helping staff to identify students with SEND
- Carrying out detailed assessments and observations of students with specific learning problems
- Co-ordinating the provision for students with SEND
- Publishing on the school website the SEND information report.
- Supporting class teachers in devising strategies, setting targets appropriate to the needs of the students, and advising on appropriate resources and materials for use with students with SEND and on the effective use of materials and personnel in the classroom
- Liaising closely with parents/carers of students with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- Liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents/carers
- Maintaining the school's SEND register and records
- Assisting in the monitoring and evaluation of progress of pupils with SEND through the use of school assessment information
- Contributing to the in-service training of staff
- Managing learning support staff/teaching assistants
- Liaising with the SENCOs in primary schools to help provide smooth transition for students
- Taking part in Local Authority SEND moderation.

Class teachers are responsible for:

- Including students with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENCO for advice on assessment and

strategies to support inclusion, for providing an appropriately differentiated curriculum incorporating dyslexic- friendly classroom strategies.

- Making themselves aware of this policy and procedures for identification, monitoring and supporting students with SEND
- Giving appropriate feedback to parents/carers of students with SEND.

Learning support staff/teaching assistants should:

- Be fully aware of this policy and the procedures for identifying, assessing and making provision for students with SEND
- Use the school's procedures for giving feedback to teachers about students' responses to tasks and strategies.

Arrangements for monitoring and evaluation of effectiveness of provision

The success of the school's SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of classroom practice
- analysis of pupil tracking data and test results for individual students and for cohorts
- data analysis for students on the SEND register
- monitoring of procedures and practice by the SEND governor(s)
- the school profile and the prospectus, which contains the required information about the implementation and success of the SEND policy
- the school improvement plan, which is used for planning and monitoring provision in the school
- visits from Local Authority personnel and Ofsted inspection arrangements
- feedback from parents/carers and staff, both formal and informal, following meetings to produce targets, revise provision and celebrate success.

Additional Information

Identification and Assessment of SEND

A student's needs may become apparent through:

- Admission procedures. This process usually starts through liaison with our primary feeder schools. There is a robust transition programme in place led by Head of Year 7 and SENCO, which involves visits our feeder schools to meet teachers prior to transition.
- Teacher observation
- Parental/carers concerns
- Student raising concerns about themselves or their progress
- GP consultation
- Further specialist assessment made by SEND department or external agency.

It is recognised that SEND may manifest themselves at any stage during a student's time in school. These needs may be temporary or long term.

Students who give cause for concern are screened using a range of assessments according to the nature of the concern. Staff have a responsibility to identify students in their groups whom they feel have any unidentified SEND and refer to the appropriate Head of Year/Subject Leader who will then refer to the SENCO if appropriate. Timeframes for identifying need may vary from student to student and is dependent on different pathway referrals and changing NHS wait times. However, school will act promptly to any requests for information from any external agencies. Any health concerns raised are referred to the School Health Service.

SEN Register

The SEN register (Special Educational Needs register) is a record maintained by schools that lists all students identified as having special educational needs (SEN). It is **not a formal government register**, but an internal school document used to ensure appropriate support is provided.

The **SEN Register** is reviewed **three times per academic year**, in line with the school census. Students may be added to or removed from the register based on their current level of need.

Diagnosis

A diagnosis such as autism, ADHD, or dyslexia does not automatically place a child on the SEND register. Instead, the school may initially place the child on a **Monitoring Register**, which records their diagnosis and helps staff remain aware of their potential needs.

SEN Budget

Schools receive a **notional SEN budget** based on the school census to support students with special educational needs. This funding is **not ringfenced** and is used flexibly across the school; it is not directly allocated to individual students or specific interventions.

SEND Monitoring Criteria

Students placed on the **Monitoring Register** typically meet the following criteria:

- Have a diagnosis but are coping well with high-quality, inclusive (Quality First) teaching.
- Access general support available to all students, such as time-out cards, IDL programmes, or regular check-ins.
- Are identified through concerns raised by staff, parents/carers, the student, or during the transition process.
- May require certain information to be shared with staff (e.g., the student prefers not to be asked questions without prior warning).
- The Monitoring Register is reviewed three times a year in accordance with the school census.

SEND K Criteria

Students are categorised as **SEND K** and placed on the SEN Register if they meet one or more of the following:

- They are **not making expected progress** compared to peers and show a significant gap in learning.
- **External agencies** are involved in their support (e.g., Autism Team, SPOTTS, School Nurse).
- They require **physical adaptations** in the school environment (e.g., modified papers or specialised equipment).
- They access the school's **internal Alternative Provision (AP) or SEND Base**. (The Hive or Reintegration Studio)
- They receive **targeted, evidence-based interventions** tailored to their individual needs.

SEND E Criteria

Students may be moved to **SEND E** status (Education, Health and Care Plan - EHCP) if:

- They require **long-term, intensive interventions** delivered with regularity.
- Their difficulties are persistent, significant, and remain despite the school's best efforts using high-quality interventions.
- The **cost of their provision exceeds the school's allocated core SEN funding**.

Types of Intervention:

Intervention within these levels of SEND may include:

- Adaptation of activities and materials for curriculum access
- Appropriate setting and review of targets

- Targeted support by Teaching Assistants, under guidance from the SENCO
- Individual tuition to support with area of SEND by specialist teacher, external agency staff or TA's
- Access to ICT or other specialist equipment/materials as necessary and available
- Opportunity to attend appropriate group work sessions as deemed appropriate by SENCO e.g. anger management, social skills groups, dyslexia support, extra literacy or numeracy
- Access to areas during unstructured times of the school day e.g. The Hive which is staffed in a closely supervised environment, where targeted interventions take place.

The Graduated Approach

Target setting - Assess, plan, review, do

Supporting Students with Additional Needs – A Graduated Approach

At secondary level, supporting students with additional learning needs involves a graduated and responsive approach. We recognise that the transition from primary to secondary can bring changes in support, and that provision made in primary settings may differ from what is feasible in a secondary context. Not every student will continue to require the same level or type of intervention as they progress through school.

Following advice from teaching staff, the SENCO, and—where appropriate—external agencies such as Group Educational Psychologists, Speech and Language Therapists, or Specialist Teachers, strategies and reasonable adjustments are identified and implemented. These are applied within the classroom wherever possible, reflecting each student's profile of needs across the broad areas of learning:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical Needs**

These strategies are documented and accessible to staff via ClassCharts ensuring that teachers can respond to student needs through adaptive teaching and inclusive practice.

The process of support is cyclical and continuously reviewed. This involves:

1. Setting short-term, specific targets in consultation with the student, parents/carers, and relevant professionals.
2. Identifying the teaching strategies, interventions, and additional provision required to support these targets, with an emphasis on what is practical and sustainable within a secondary classroom setting.
3. Evaluating the impact of actions taken, with progress monitored regularly and formally reviewed each term through progress evenings, parent meetings, and SEN review points.
4. Where formal access arrangements (e.g., extra time, a reader, or a scribe) are appropriate, they are applied for in accordance with JCQ regulations and reflect the student's normal way of working. These are only granted where there is evidence of a substantial and long-term need that places the student at a disadvantage in timed assessments. Such arrangements are reviewed annually and informed by specialist assessment and school-based evidence.

Ultimately, support is personalised, subject to ongoing review, and aims to empower students to develop independence, resilience, and confidence in their learning journey.

Timetabling

Where students are withdrawn from lessons for individual tuition, the SENCO will liaise with subject teachers to ensure key subject content is covered. In some cases, a student may need to be withdrawn from a subject on a longer-term basis. Here the main priority is to maintain access to a broadly based curriculum.

Exam procedures

In exam conditions students should be enabled to show what they know and what they have learned rather than what they are unable to do. Access Arrangements in Line with JCQ Regulations

require evidence as a “normal way of working” and scores from testing to prove, without a doubt that without access equity would not be possible.

JCQ guidance updates changes every year and the SENCO will update stakeholders every September for that academic year.

Access arrangements, such as extra time, may be granted where a candidate has a substantial and long-term impairment that has an adverse effect on their speed of working. This includes significantly below average reading or writing speeds, as evidenced through appropriate assessment.

Where approved by the awarding body, candidates may also work with a designated adult, for example, a reader and/or a scribe, where this reflects their normal way of working in the classroom and is supported by appropriate evidence. These arrangements must not advantage the candidate but are designed to provide equitable access to the assessment.

Access and Special Facilities

The policy for all access can be found in full at:

<https://www.weaverhamhighschool.com/wp-content/uploads/2023/10/Accessibility-Plan-reviewed-March-23-Exp-March-2026.pdf>

Involvement with External Agencies

The Sandstone Trust supports a multi-disciplinary approach to maximise the provision for SEND students. Many agencies and support services are able to help identify, assess and provide support for SEND students. Parents are informed in order that they can fully understand the measures school takes. Parents are always required to give their consent for the SEND department to consult with relevant professionals and other agencies. Parents are encouraged to discuss any problems or concerns with the school.

The SEND Department currently works with the following services:

- Assessment and Monitoring Team
- Cheshire Autism Team
- Child and Adolescent Mental Health Service (CAMHS)
- Educational Psychology service
- Educational Welfare Service
- Medical Needs Service
- Physiotherapy
- Police School Liaison Officer
- Social Care
- Specialist teams within Cheshire West and Chester supporting students with visual impairment and hearing impairments
- Occupational Therapy
- Speech and Language Therapy Service
- Young Carers
- Youth Offending Service Early Intervention (YOS)
- Youth Offending Team (YOT)

Monitoring and Assessment of the Progress of SEND Students

SEND students' progress is monitored and assessed through:

- The analysis of student tracking data and test results for individual SEND students in comparison to Fisher Family Trust data and teacher target grades. Termly monitoring of progress made in English, Mathematics and Science (tracking data taken from subject teachers).

- Year 7 assessments of reading, spelling and phonological awareness are carried out using Accelerated Reader and CATS
- Those students attending group work sessions completing baseline assessments and comparisons made with IDL, GL assessments or another suitable tool.
- Verbal feedback from staff, parents and students.
- Support plans are drawn up and targets set for some SEND students. These targets refer specifically to areas of SEND. Progress is monitored termly and new targets set accordingly. Students are directly involved in the drawing and reviewing up of the targets using Improvement Plans.
- The monitoring of classroom practice

If it is felt that even with external agency advice and support any students' needs are not met the local authority may carry out an assessment to examine further what an individual child's special educational needs are and how they can be supported. This may result in an EHC plan being allocated to ensure the students' needs are adequately met.

SEND Staff

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