



SEND Policy

Effective date: January 2023
Review Date: February 2024
Chair of Governors: Ms M Probin
Headteacher/Principal: Mrs D Trussell

DOCUMENT CONTROL			
Document Title: SEND Policy			
Version Number:	5	Author(s) Name & Job Title:	Mrs A Hulse – Assistant Head Inclusion
Date Approved:	January 2023	Document Status:	LIVE
Effective Date:	January 2023	Approved by:	Governing Body
Superseded Version:	4	Date of Next Review:	February 2024

Purpose

This policy complies with all statutory requirements, especially those relating to the legislation contained in the Equality Act 2010 and the Children and Families Act 2014, as set out in the SEND Code of Practice 0 – 25, September 2014. This policy was created by the SENDCo in collaboration with the Senior Leadership Team, taking into account the views of pupils, parents and relevant other stakeholders.

Policy Information

Named personnel with designated responsibility for all matters associated with SEND:

Role	Designated Person	Email Address
SENDCo	Anna Hulse	Anna.Hulse@vantageacademies.co.uk
Senior leader who manages the SEND Department	Anna Hulse	Anna.Hulse@vantageacademies.co.uk
Safeguard Designated teacher	Danni Tedford	Danielle.Tedford@vantageacademies.co.uk
Designated teacher for LAC and post LAC students and funding	Tara O'Halloran	Tara.OHalloran@vantageacademies.co.uk
Member of staff responsible for pupils with medical needs	Anna Hulse	Anna.Hulse@vantageacademies.co.uk
Senior leader responsible for managing PPR funding	Tara O'Halloran	Tara.OHalloran@vantageacademies.co.uk
Senior leader responsible for transition	Andy Wexler	Andrew.Wexler@vantageacademies.co.uk

Roles and Responsibilities

SENDCo

The SENDCo has day-to-day responsibility for the operation of the SEND policy and coordinating provision made for children with SEND.

The SENDCo provides professional guidance to colleagues with the aim of securing high quality teaching for children with SEND, and works closely with children, parents and other professionals to ensure children with SEND receive appropriate support.

The SENDCo plays an important role with the Headteacher/Principal and the local governing body in determining the strategic development of the SEND policy and provision within the school in order to raise the achievements of children with SEND.

In compliance with the Special Educational Needs and Disability Regulations 2014, the SENDCo is also responsible for the following:

- In relation to each of the registered students who the SENDCo considers may have special educational needs, informing a parent/carer of the student that this may be the case as soon as is reasonably practicable
- In relation to each of the registered students who have special educational needs:
- Identifying the student's special educational needs, and coordinating the making of special educational provision which meets those needs
- Monitoring the effectiveness of any special educational provision made
- Securing relevant services for the student where necessary
- Ensuring the records of the student's special educational needs and the special educational provision made are maintained and kept up to date
- Liaising with and providing information to a parent/carer of the student on a regular basis about that student's special educational needs and the special educational provision made
- Ensuring that, where the student transfers to another school or educational institution, educational provision made is conveyed to the appropriate authority or the proprietor of that school or institution
- Promoting the student's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities
- Selecting, supervising and training learning support assistants who work with students with special educational needs
- Advising teachers at the school about differentiated teaching methods appropriate for individual students with special educational needs
- Contributing to in-service training for teachers at the school to assist them to carry out necessary tasks to meet the needs of students with special educational needs
- Preparing and reviewing the information required by law to be published in relation to special educational needs provision

Classroom Teacher

To plan and deliver Quality First Teaching which has been appropriately adapted to the individual needs of students with SEND, as outlined in their personalised information.

SEND Link Governor

The SEND Link Governor has specific oversight of the school's arrangements for SEND. Their responsibilities include:

- Helping to raise awareness of SEND issues at governing body meetings
- Ensuring that the school's notional SEN budget is appropriately allocated to support students with SEN
- Giving up-to-date information to the governing body on the quality and effectiveness of SEND provision within the school
- Helping to review the school's policy on provision for students with SEND
- Assuring the governing body that the school website publishes the school's SEND offer

Headteacher/Principal

The Headteacher/Principal has overall responsibility for the progress of SEND students rather than day to day. They work alongside the SENDco and lead governor to develop the strategic overview for SEND, policy and provision.

Our Vision, Values and Aims

Our vision for all students, including those who may have SEND, is that they will develop the necessary skills, knowledge and attributes to be able to lead happy and successful lives and achieve their best outcomes.

In achieving our aims, we will:

- work side-by-side with teaching staff, supporting them with training and development so that they can deliver well differentiated lessons with the needs of those students who have SEND in mind
- set exceptionally high expectations for all our students, and do whatever it takes to meet them. Our aspirations are no lower for pupils with SEND
- teach, recognise and reinforce good behaviour
- prioritise depth in English and mathematics, giving our pupils with SEND the best chance of success

Identifying Special Educational Needs

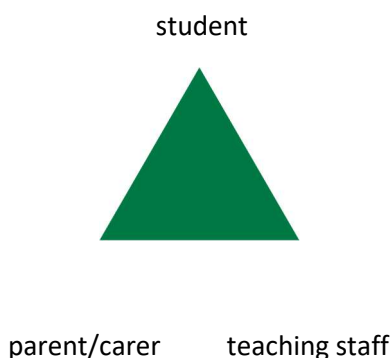
Early identification of students' needs is the key to unlocking the potential of students who may have special educational needs. We adopt a graduated approach to ensure that students who do not develop age appropriate knowledge and skills, or who fall behind their peers are identified as early as possible.

- Students are assessed via Cognitive Ability Tests upon entry and have regular screening for reading comprehension as part of our core offer. Additional testing is at the discretion of the SENDCO.

The attainment in English and mathematics of all students is assessed upon entry to the school in order to:

- form the baseline for setting individual targets. Progress towards these targets is reviewed at data entry points regularly to ensure that students who fall behind are identified as early as possible.
- identify students whose development is significantly behind that of their peers. Such students are prioritised for targeted and/or specialist assessment and/or intervention as set out in section 5 below. Each intervention is reviewed frequently, based on progress against intervention-specific measures. Refer to Appendix A for a full list of assessments and interventions.

Where concerns about a child's learning or development arise as a result of our data analysis, we start the identification process by talking to the student and a parent/carer alongside teaching staff to form a triangulated approach.



Where learning needs appear complex, we may also seek input from specialists such as educational psychologists or speech and language therapists.

In our attempts to understand the learning needs of students, we apply the four broad categories of need as set out in the SEN Code of Practice 0 – 25 (2014):

1. **Communication and interaction needs** refer to those children who experience difficulty with speech, language and communication
2. **Cognition and learning needs** refer to those children who learn at a slower pace than their peers, or who have difficulties acquiring skills in a specific area such as literacy. This includes children with moderate learning difficulties and severe learning difficulties, requiring support in all areas of the curriculum and participation in school life in general
3. **Social, emotional and mental health needs** are manifested in different ways, such as children becoming withdrawn or displaying challenging behaviour such as being disruptive or self-harming. Children who have difficulty paying attention, or forming attachments with adults also fall into this category.
4. **Sensory and/or physical needs** refer to those children who require special educational provision because they have a disability that prevents them from accessing the educational facilities that are generally available

A Graduated Approach to SEN Support

At Flixton Girls School we have a four-tiered, graduated approach to supporting children's learning needs. The graduated approach at each tier involves:

- **Assessing** the student's needs by considering all of the information gathered from within the school about the student's progress, alongside national data and expectations of progress
- **Planning** the most effective and appropriate short term intervention, based on evidence of what works
- **Providing** this intervention and training staff to deliver it to a high standard
- **Reviewing** the impact on the student's progress towards individual learning outcomes at shorter intervals, depending on the type of intervention

Tier 1: Universal Support

It is our firm belief that students' needs are best met in the classroom and that, therefore, every teacher is responsible and accountable for the progress and development of all students they teach, including those with SEND.

At this universal level, we train our teachers to deliver high quality teaching, differentiated for individual students. We review the progress of all students at least three times per year and make rapid adjustments to support strategies and, where necessary, teachers' understanding of the needs of individual students they teach. In addition, we talk to children and their parents/carers to gain as full an understanding of their learning needs as possible.

Tier 2: Targeted Support

We provide targeted support when we consider it appropriate to make additional short term special educational provision to remove or reduce any obstacle to a student's learning, or to help them catch up when termly data analysis shows they have fallen behind their peers. Such specific, targeted one to one or small group interventions may be run outside the classroom, limited to a number of weeks (usually 6 or a half-term, whichever is shorter) to minimise disruption to the regular curriculum.

Tier 3: Specialist Support

We provide specialist support when we consider it necessary to seek specialist advice and/or regular long term support from a specialist professional outside the school, in order to plan for the best possible learning outcomes for those students who fail to make progress in spite of high quality teaching and targeted intervention. This may include assessment and/or support from:

- A speech and language therapist
- Specialist sensory advisory teachers for children with, for example, hearing or visual impairments
- Trafford Autism Team
- Educational Psychology Service
- Complex Needs Consultant (Physical/medical disabilities)
- Trafford Occupational Therapy service
- Paediatric consultant teams
- Specialist nurse teams
- Social Services

Tier 4: Specialist Alternative Provision

Alternative placement may be sought to provide specialist facilities where assessment can take place. Students will stay on roll with FGS but have their education provided elsewhere depending on their learning, emotional or medical needs.

Recording SEND

We are required by law to keep a record of those students who have been identified as having SEND, and the provision we make for such students.

For each student with SEND, the SENDCo will record on the school data management system, their broad area(s) of need as listed in point 4 above, as well as a description of any specific areas of need. This will make up the SEND register.

Records of interventions and support are kept on file and, should a student catch up with their peers and therefore no longer require the additional provision or support, in consultation with parents/carers the entry will be deleted from the SEND register and an end to the provision will be recorded on the school information system.

Support for families

We provide support to parents/carers of students with SEND through regular contact and information sharing via regular consultation appointments and termly progress reports. Specific support is provided at key transition points. At the end of Key Stage 3 parents/carers may talk to the SENDCo about choosing options for Key Stage 4 for their children with SEND. Similarly, at the end of Key Stage 4 parents/carers may approach the SENDCo for support relating to Sixth Form or other further education options.

Additional support to families is available through the local authority, whose Local Offer can be accessed here: <https://www.trafforddirectory.co.uk/kb5/trafford/fsd/localoffer.page?newlocalofferchannel=0>

Parents/carers may also wish to get in touch with Trafford SENDIAS –

Telephone 0161 912 3150

E-mail sendiass@trafford.gov.uk

Website [Trafford SENDIASS website](#)

Facebook <https://www.facebook.com/TraffordSENDIASS/>

Twitter <https://twitter.com/TraffordSENDIAS>

Supporting Students at School with Medical Conditions

We recognise that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical

conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some students with medical conditions may also have special educational needs and where this is the case the school will comply with the SEND Code of Practice 0 – 25 (2014).

The policy for meeting the needs of students with medical conditions sets out the school approach in this regard. This policy is available on the school website.

Monitoring and Evaluation of SEND Provision

The progress of all students towards their attainment targets are monitored at data entry points at least three times per year. It is expected that students with SEND will make good progress in response to high quality, well differentiated teaching. Where this is not the case, we rapidly respond to students' needs as set out in Appendix A.

The senior leadership team, supported by the SENDCo, regularly observe lessons to monitor the quality of teaching, and for those students with SEND, focus specifically on the extent to which teachers adapt their lessons and resources as set out in the student's "passport". We follow a Graduated assess/plan/do/review cycle with class teacher input, experience of the student, parental feedback and SENDco analysis.

The progress of students who receive targeted or specialist support is measured against intervention specific baselines and targets. For example, we assess students' reading development prior to targeted literacy intervention, and again after a set period of time to assess whether the intervention is allowing students to catch up with their peers.

Children with an Education, Health and Care Plan have a formal review meeting each year, at which progress and provision are considered and – if needed – changes are made.

Training and Resources

We make every effort to ensure that staff at Flixton Girls School are suitably trained and that we have adequate resources available to meet the needs of all students, including those with SEND. SEND is regularly part of the whole school CPD programme.

Staffing and resources are funded through the School's notional SEN budget - a sum of money the school receives to spend at our discretion for meeting the needs of students with SEND. We provide support and resources from this budget as required.

Some children with an Education, Health and Care plan may receive additional funding (top up funding) to have their needs met. This top up funding is used specifically for resources needed by that particular student and is reported on during the annual review meeting.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development.

The SENDCo regularly attends SENDCo network meetings at both Local Authority and national level in order to keep up to date with local and national updates in SEND.

Storing and Managing Information

All documents and information are stored in compliance with guidance presented in the Privacy Policy, available on the website.

Accessibility

The Equality Act 2010 placed a duty on schools to plan to increase over time the accessibility of schools for disabled students. Physical access and access to learning for children with a disability are provided as fully as possible, in line with access provided to able-bodied peers.

Dealing with Complaints

Our named person for all matters relating to SEND is Anna Hulse. She should be contacted if parents/carers have a concern. If a parent/carer wishes to make a formal complaint, guidance as to how this can be done is available on the website. www.flixtongirls.com

Reviewing the Policy

Governors, the Headteacher and SENDCo, paying regard to views expressed by children, parents, carers and all agency staff who have been consulted or have contributed to SEND provision during the year, will review the policy, publishing an updated version on the school website.

This policy will be reviewed annually.

Equality impact statement

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010). This will include, but not necessarily be limited to: race; gender; sexual orientation; disability; ethnicity; religion; cultural beliefs and pregnancy/maternity. We will use an appropriate Equality Impact Assessment to monitor the impact of all our policies and the policy may be amended as a result of this assessment.

Appendix A: Assessment Strategy

UNIVERSAL Half-termly data review (Class teacher, HOY, HOD)	Possible area(s) of need <i>Please note: these are hypotheses only; formal diagnoses can only be made by specialist professionals</i>	TARGETED Further school-based assessment to inform universal strategies and targeted interventions (Specialist teacher/SENDCo)	SPECIALIST Specialist assessment for diagnosis and/or advice to inform universal and targeted support (SENDCo)
Attainment + progress: English Reading Test Results (NGRT)	Literacy difficulties	GL Dyslexia Screening Lucid lass/ exact Comprehensive Test of Phonological Processing (CTOPP) Check vision	SpLD teacher Ed Psych GP referral
	Language and Communication Difficulties	Language and Communication Checklist Check hearing	Speech and Language Therapist GP referral
Attainment + progress: maths	Numeracy difficulties	Basic Number Screening Test (Y7 and Y8) CAT 4 (quantitative)	Ed Psych
	Difficulties with abstract thinking		Ed Psych
Attainment + progress: across the curriculum	Moderate learning difficulties/general developmental delay	CAT 4 Consider personal history	Paediatrician Ed Psych
Attendance Negative behaviour incidents Isolations/detentions Exclusions/at risk of permanent exclusion	Mental health problems	Strength and Difficulties Questionnaire The Boxall Profile SCARED Screen for Child Anxiety Related Disorders	EWO CAHMs therapist Ed Psych Paediatrician
	Difficulties related to personal organisation	Coping in Schools Scale	Ed Psych
	Social Skills Difficulties	Language and communication Checklist	Speech and Language Therapist
	Family or social difficulties	Consider personal history	Social Services, Family support, Home-school liaison
Handwriting/coordination – observational information	Motor Skills Problems	Diagnostic Assessment of Speed of Handwriting (DASH)	Ed Psych Occupational Therapist
Isolated/socially withdrawn – observational information	Social Skills Difficulties	Language and communication checklist	Speech and Language Therapist
	Mental health problems	Strength and difficulties questionnaire SCARED Screen for Child Anxiety Related Disorders	CAMHS Therapist

