SPECIAL EDUCATION NEEDS AND DISABILITY (SEND) POLICY

Mrs Gemma Jones
REVIEWED: September 2026
REVIEW DATE: September 2027

SENDCo: Mrs Gemma Jones *Assistant SENDCo: Mrs Thompson and Mrs Williamson*

Compliance

This policy complies with the statutory requirement set out in the SEND Code of Practice 0-25 (Jan 2015) and has been written with reference to the following guidance and legislation but not limited to the following:

- Children Act 1989
- Children and Families Act 2014
- Health and Social Act 2012
- Education Act 2010
- Equality Act 2010: Advice for Schools DfE February 2013
- Equality Act 1996
- Mental Capacity Act 2005
- SEND Code of Practice 0-25 (Jan 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance: Supporting Pupils at School with Medical Conditions (2015)
- Keeping Children Safe in Education (2022)
- Teachers Standards (2021)

Vision

The staff and governors believe in "Achieving excellence" and endeavour to ensure that all SEND learners achieve their full potential and are fully included in the community and are given every opportunity to make a successful transition to adulthood.

Aims of Biddulph High School's SEND policy

The aims of our special educational need and disability policy and practice in this school are:

- The underpinning philosophy of our Special Educational Needs and/or Disability policy (SEND) is that every pupil at Biddulph High School is entitled to progress to his/her maximum potential during their time at the school.
- We aim to meet the need of the whole child, remove barriers to learning, raise self-esteem and build confidence.
- We aim to ensure that children and young people with SEND engage in all school activities alongside students who do not have SEND, including school trips and extra curriculum activities.
- We aim to use our best endeavours to provide a broad a varied curriculum tailored to pupils needs.
- We will make reasonable adjustments for students when required, that is "additional to and different from" that provided within the differentiated curriculum to better respond to the four areas of need:
  1. Communication and interaction
  2. Cognition and learning
  3. Social, mental and emotional health
  4. Sensory/physical.
- We aim to develop a culture of inclusion valuing high quality first teaching for all learners, with teachers using a range of effective differentiation methods.
- We will aim to set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the family and student through a "person centred approach".

What are special educational needs?

"A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England…. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision." *Code of Practice 2014.*

We regard students as having a Special Educational Need if they:

- Have a significant greater difficulty in learning than the majority of children the same age
- If they have a disability which prevents or hinders them for making use of educational facilities of a kind generally provided for children the same age within the local authority
- The Equality Act 2010: Advice for schools (2014, 4.4) defines disability as "… 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".

It is important to consider what is not SEN but may impact on progress and attainment:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under the current Disability Equality Legislation – these alone do not constitute SEN)
- Attendance and punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of the Pupil Premium Grant
- Being a Looked After Child (LAC)
- Being a child of Serviceman / Woman

Our SEND register is made up of three categories:

- Pupils with an EHCP (educational health care plan) where statutory support is provided, the support provided is outlined in the pupil's plan and reviewed annually.
- Pupils identified as 'k'code -those who have been identified as requiring some targeted individual interventions that are different from, or additional to, that normally available to students of the same age.

Areas of Special Educational Need:

- Cognition and learning
- Social, Emotional and Mental Health Difficulties
- Communication and interaction
- Sensory and/or Physical.

1. Cognition and learning:

a. Students with learning needs may learn at a slower pace than other children and may have difficulties developing literacy and numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.
b. Cognition and learning includes:
   - Specific Learning Difficulties (SPLD)
   - Moderate Learning Difficulties (MLD)
   - Severe Learning Difficulties (SLD)
   - Profound and Multiple Learning Difficulties (PMLD).

2. Social, Emotional and Mental Health Difficulties (SEMH):

a. Students may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties

such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

b. Social, emotional and mental health difficulties can include:
   - Attention Deficit Disorder (ADD)
   - Attention, Deficit, Hyperactivity Disorder (ADHD)
   - Attachment Disorder
   - Oppositional Defiant Disorder (ODD).

3. Communication and Interaction needs:

a. Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

b. Communication and interaction needs include:
   - Speech, Language and Communication Needs (SLCN)
   - Autistic Spectrum Disorder (ASD), including Asperger Syndrome.

4. Sensory and/or Physical Needs:

a. Some children require a special educational provision because they have a sensory and/or physical disability or impairment. These difficulties can be age related and may fluctuate over time.

b. Sensory and/or physical needs include:
   - Visual impairment (VI)
   - Hearing impairment (HI)
   - Multi-sensory impairment (MSI)
   - Physical Disability (PD).

Identifying needs:

- We will seek to identify pupil's needs at the earliest opportunity. Each pupil's current skills and level of attainment will be assessed upon entry, building on information from the previous setting and key stages. Teachers will also make regular assessments of the progress of all pupils and identify those who need additional support or adjustments.
- If a pupil is not making expected progress, high quality teaching should be used to target any areas of weakness. If difficulties persist, relevant teaching staff together with the SENCO should assess whether the pupil has SEN.
- Where it is decided that action is required to support increased rates of progress, this will follow an assess, plan, do and review model.
- An individual assessment of the student will be undertaken in order to make an accurate assessment of their needs. Parents will be contacted to discuss the support and the identification of action to improve outcomes.
- If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the student will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo.
- Parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments.
- In some cases, assessment will be undertaken by the SEND team to identify needs and support. These may or may not lead to a student being placed on the Special Education Needs register depending on student outcomes. When considering whether a student has special educational need any of the following indicators, maybe evident:
  - Early identification through transition work with primary schools
  - Analysis of CATs, SATs and other assessment results
  - Referral to the Learning Support Service – SENDIS

  - Little or no progress even when teaching approaches are targeted specifically at a student's identified weakness
  - Difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
  - 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 despite the provision of an appropriately differentiated curriculum
  - Emotional, social or mental health difficulties which substantially and regularly interfere with the student's own learning or that of the class despite having an individualised support or care plan
  - SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service or agency
  - Communication and / or interaction difficulty that impedes the development of social relationships and causes a substantial barrier to learning.
- Should concerns be raised by parents/carers, the SENDCO will consult with teaching staff regarding the concerns and then follow the above process if necessary.
- Please note that we are unable to complete referrals as requested by parents without identifying the area of need in school in order to enable us to provide sufficient evidence.

The Graduated Approach

- As outlined in the SEND code of Practice (6.45-6.56) the academy will follow a four-part cycle of assess, plan, do, review which is known as the graduated approach.

- **Assess:** A clear analysis of the pupil's needs will be carried out. Regular assessments of the pupil's progress will be tracked and compared to their peers. Assessments will include views and experiences of parents/carers and pupils and if relevant external support services.
- **Plan:** Where SEND support is required the SENCo with support of relevant staff will put together a plan outlining the provision to be put into place to meet the individual's needs.
- **Do:** The class teacher or support team will work with the pupil towards meeting their plan outcomes.
- **Review:** The impact of the plan will be reviewed at least each term (three times a year) by the SEND team with parents/carers and pupil's. There will be three scheduled SEND review evenings throughout the school year in addition to termly coffee mornings to provide parents with the opportunity to discuss their child plan with the SEND team. This will inform the planning of the next steps and feedback into the analysis of a pupil's needs.

Further support required.

- Further advice and support may be sought from additional agencies with parents permission if deemed appropriate. This could include need specific targeted services such as Autism outreach or the dyslexia association or general support from the local authority SEND and Inclusion HUB.

SEND and Inclusion HUB support.

- The Hub provides an opportunity to discuss students needs and seek support from other professionals as what might be appropriate for the next cycle of the graduated response, this may include, EAPDR (enhanced, assess, plan, do and review).
- The EAPDR provides an opportunity for all services involved with parents to discuss needs and plan and review the next cycle of support together.

Exit Criteria

- When a student has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching, they are no longer seen as requiring additional SEN support. At this point, through discussion and agreement with parents/carers the student is removed from the SEND register.

Requesting an Education, Health and Care needs assessment (EHCP)

- Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the student, the student has not made expected progress, the school and/or parent/carers may consider requesting an Education, Health and Care (EHC) needs assessment.
- A parent/carer can make a request for an EHC needs assessment directly to the local authority. However, where possible this should be with the knowledge and support of the academy. Similarly, where a request is made by the academy, this should be done with the knowledge and support of parent/carer and pupil.
- The evidence recorded and collated of all SEND provision made through the cycle of 'Assess, Plan, Do, Review' helps to support the Local Authority in determining whether a statutory assessment of needs is required.
- Where a student has an Education, Health and Care (EHC) Plan put in place following the statutory assessment process, the school will have due regard to their statutory responsibilities in relation to the special educational provision laid out in the plan. The school will work in collaboration with the Local Authority to ensure that all recommendations in the plan are implemented and that the EHC Plan is formally reviewed once per year in collaboration with the LA, student and parent as part of a person centred review.
- Further information on EHC needs assessments and plans can be found in section 9 of the SEND code of practice.

Approach to teaching pupils with SEND

- All teachers are teachers of SEND. Teachers are responsible for the progress and development of all the pupils in their class. High quality teaching is always the first step in responding to pupils who have SEND. Staff may include the following adaptations:
- Differentiating how pupils are taught, for example giving longer processing times, reading instructions aloud and pre teaching key vocabulary.
- Adapting resources such as providing writing frames or scaffolding tasks.
- Using recommended aids such as laptops, larger fonts or spell checkers.
- In some cases, a pupil may benefit from the support of a teaching assistant, the interventions provided will be monitored by the teaching staff.

How will I know how my child is doing?

- Each student's progress will be shared with parents termly through the school reporting system and Parent's Evenings.
- We operate a keyworker role as well for those who have additional support, they should communicate issues or support offered with the parents or carers.
- Parents are welcome to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENDCo or Head of Year. Please contact the school office if you wish to arrange an appointment.
- In line with the Code of Practice 2015 the school adopts a 'person centred approach' to the planning of provision for students with SEND. The young person's views and that of parents/carers is vital to the planning of SEND provision and they will be consulted at every stage of planning for SEND support in addition to the monitoring and evaluating the effectiveness of that support.
- We aim to review pupils' individual plans termly, SEND consultation evenings will take place in conjunction to parents evening where parents of pupils with SEN will be invited to book appointments with the team. In addition, we offer termly coffee mornings to meet the team and discuss any issues or concerns that you may have. Information on key dates can be found on our website.

Roles and Responsibilities

- Provision for students with special educational needs is a matter for the school as a whole. In addition to the Governors, Headteacher and SENDCo all members of staff have important responsibilities with regard to the provision and support for SEND students.
- The Governors Board follows the guidelines as laid down in the SEND Code of Practice 2015 to:

- Use their best endeavours to make sure that a child with SEND gets the support they need -this means doing everything they can to meet children and young people's Special Educational Needs
- Ensure that students with SEND engage in the activities of the wider school alongside those students who have no special educational need or disability
- Designate a qualified teacher to be responsible for co-ordinating SEND provision – the SEND Co-ordinator (SENDCo)
- Prepare a SEND Information Report and publish on the school website.

Headteacher

- The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for students with SEND. The Headteacher works closely with the school SENDCo and the Trustee with responsibility for SEND provision.
- Set objectives and priorities in the school development plan, which include SEND.
- Ensure that teachers monitor and review the progress of students with SEND during the course of the academic year.

SENDCo

- In collaboration with the SEND Governor, Headteacher and Senior Leadership Team the SENDCo determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of students with SEND.
- The SENDCo takes day-to-day responsibility for the implementation of the SEND policy and with support from Teaching Assistants co-ordinates the provision for individual students, working closely with staff, parents/carers, students and external agencies. The SENDCo provides relevant professional guidance to colleagues with the aim of securing high quality teaching for students with SEND.
- The principle responsibilities of the SENDCo include:
  - Overseeing the day to day implementation of the SEND policy
  - Co-ordinating provision for SEND students and reporting on their progress
  - Advising on the graduated approach to providing SEND support – Assess, Plan, Do, Review
  - Advising on the deployment of the school's delegated SEND budget and other resources to meet students' needs effectively
  - Planning, monitoring and evaluating SEND training for staff
  - Overseeing the records of all SEND students and ensuring they are maintained accurately and are kept up to date
  - Liaising with parents/carers of SEND students
  - Being the main point of contact for external support services and agencies.
  - Being the main point of contact for the Local Authority with regard to SEND provision and students with EHC Plans
  - Liaising with other schools, agencies and training providers to ensure transitions for SEND students are planned well and implemented effectively.
  - Monitoring and evaluating the impact of interventions provided for students with SEND.
  - Providing relevant information on the individual needs of SEND students to ensure that teachers can plan appropriate in class support for mainstream provision.
  - To lead on the strategic development of high quality SEND provision as an integral part of the school development plan.
  - Ensuring that the school meets its statutory obligations under the Equality Act 2010 regarding reasonable adjustments and access arrangements.

Teaching Assistants:

- The school employs a team of Teaching Assistants with a range of qualifications, skills and experiences. Teaching Assistants may provide support using the following strategies:
  - Support to students in class and during the day to facilitate and maximize inclusion on the life of the school
  - Track and monitor tailored intervention and the impact
  - Coordinate literacy, numeracy and social skills and feed back to class teacher, Head of Curriculum Area and SENDCo where appropriate

- Provide support / clubs / activities to promote participation and independence. These include pre-school, lunchtime and after school support sessions
- Liaise with parents/carers through student planners, telephone communication an emails
- Work with teachers and students to set targets and review targets termly through student passports
- Differentiate teaching and learning activities where appropriate
- Support students in examinations with Access Arrangements
- Attend or contribute to Annual Reviews and other meetings
- Provide support to students throughout the day and support organization for the day in form time
- Provide support to specific departments in school when requested
- Work collaboratively with the Speech and Language Therapist and Educational Psychologist and any other targeted services to deliver specific support to students.

All Staff:

"All teachers are teachers of special needs"

- All staff need to be aware of the school's SEND policy and the procedures for identifying, assessing and making provision for students with SEND.
- Teaching staff must adhere to the relevant Teacher Standards with provision made for SEND students as follows:
  - Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
  - Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
  - Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
  - Have a clear understanding of the needs of all students, including those with special educational needs and be able to use and evaluate distinctive teaching approaches to engage and support them
  - Develop effective professional relationships with colleagues, knowing how and when to draw on specialist advice and support
  - Deploy support staff effectively. Teaching assistants and class teachers liaise regularly on planning, assessment and progress in order to contribute effectively to the graduated response (assess, plan, do, review).

Resources

How are the school's resources allocated and matched to children's special educational needs?

- The school receives funding to respond to the needs of students with SEND from a number of sources: A proportion of the funds allocated per student to the school to provide for their education (the Age Weighted Student Unit); The Notional SEND budget: The Student Premium funding for students who meet certain criteria.
- In addition, for those students with the most complex needs, the school may be allocated Additional Educational Needs funding. This funding is then used to provide the equipment and facilities to support students with special educational needs and disabilities through:
  - In-class support from teaching assistants
  - Small group support from teaching assistants e.g. literacy and numeracy support
  - Specialist support from teachers e.g. 1:1 tuition (Teaching and Learning Centre)
  - Provision of specialist resources e.g. assessment software
  - CPD relating to SEND needs
  - To purchase support from additional agencies if required

Complaints Procedure

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please contact your child's progress tutor or Head of Year through the school office. If they cannot provide you with the information you require they will pass this onto the relevant staff member to discuss with you further.

If the concern is related to the SEND needs of your child, please contact the SENDCo through the school office.
For complaints about SEND that have not been satisfactorily resolved by the SENDCo please contact the Head teacher or SEND governor link via the school office.

Key questions

What support will there be for my child's overall well-being?

- The school are dedicated to supporting positive mental health and well-being.
- The school offers a wide variety of pastoral support for students. These include:
  - An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide students with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being
  - Small group evidence-led interventions to support student's wellbeing are delivered to targeted students and groups
  - Students who find outside class times difficult are provided, where applicable, with alternative small group opportunities within the school.
  - School ELSA supervision available
  - Please see our Metal health policy for further information.

What should I do if I think my child may have special educational needs?

- If you have concerns, then please firstly discuss these with your child's teacher/subject teacher/progress tutor. This may result in a referral to the school SENDCo, Mrs G Jones, who can be contacted at:
  Biddulph High School, Conway Road, Knypersley, Stoke-on-Trent, Staffordshire Moorlands, ST8 7AR
  Tel: 01782 523977 or Email: office@bhs.potteries.ac.uk

  All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

SEND information report

For further information and to view our SEND information report please visit:
https://apps2.staffordshire.gov.uk/scc/schooldetails/sendetails.aspx?SchoolID=137356

Support services for parents of students with SEND include:

- Staffordshire County Council Special educational needs
  https://www.staffordshire.gov.uk/Education/SpecialEducationalNeeds/Home.aspx

- SENDIASS Staffordshire Family Partnership:

  https://www.staffs-iass.org/home.aspx

  "We are Staffordshire's Special Educational Needs and Disabilities Information, Advice and Support Service and provide free, impartial, confidential advice and support around Education, Health and Social Care.

  Our team supports Parents and Carers of Children and Young People with SEND (0-25) and also Children and Young People with SEND.

  The Team
  Our Administration team: Suzanne and Heather

  SEND Family Partnership Officers: Alison, Anne, Kate, Sam, Tonya, Tracey and Tracy Manager: Kim

“Achieve Excellence”