

*To aspire, endeavour and thrive together*

# SEND POLICY

Revision	Authorised by	Date	Adopted by	Date
February 2020	SEN Dept	March 2020	FGB	02/03/2020
February 2021	SEN Dept	01 Feb 2021	FGB	09/02/2021
March 2022	SEN DEPT	March 2022	LGB	22/03/2022
October 2022	SEN DEPT	October 2022		

Revision	Date	Description of Changes
Review	March 2020	
Reviewed	February 2021	Changes made of members of staff and Governor
Reviewed	March 2022	Updated names and establishments where needed
Reviewed	October 2022	Names updated to reflect on changes

Signature ...H Page.....  
Chair of Governors

Date...October 22

## SEND Policy Statement

### **Guide to the acronyms used in this policy:**

*SENDco: Special Educational Needs Coordinator*

*EHC Plan: Educational and Health Care Plan*

*SEND: Special Educational Needs and Disabilities*

*SLT: School Leadership Team*

*LST: Learning Support Team*

### **The Policy:**

For the purposes of this policy, pupils are deemed to have a special educational need, if they

- have significantly greater difficulty in learning than the majority of pupils of their age
- have a disability which either prevents or hinders them from making use of the educational facilities of a kind usually provided for pupils of their age.

Special Educational Needs & Disabilities (SEND) refer to any circumstances resulting in an individual pupil requiring additional or different help in order to take full advantage of the educational opportunities offered to pupils of the same age. At Glossopdale we have a range of SEND and disabilities covering the four broad areas of need; communication and interaction, cognition and learning, social, emotional and mental health difficulties and sensory and/or physical needs.

No pupil will be discriminated against on entry into school because of their individual needs. Each pupil will have equal right to be admitted to this school and then be given equal access to the National Curriculum as appropriate to their needs. It is the school's responsibility to provide access to a broad, balanced, relevant and differentiated curriculum. This includes each component of the National Curriculum, Religious Studies and all other aspects of school life.

As teachers and parent/carers working in partnership, we must take steps towards making appropriate provision for the pupils in our care who have SEND.

Our commitment is based on the following principles

- All pupils have an equal right of entitlement to an appropriate and worthwhile education
- All pupils are special, different and have individual needs
- All pupils are equally valued within the school and have a right to voice their views
- All pupils have a common entitlement to a broad, balanced and relevant curriculum
- All staff, both teaching and associate, have regard to the needs of individuals within the school.
- Parents/carers are valued as genuine partners

The purpose of this policy is to ensure that:

- the needs of those pupils with SEND are identified and on the basis of their assessment that appropriate provision is made and their needs are met
- those pupils with SEND receive their full entitlement (1988 Ed. Act) in terms of a broad, balanced and differentiated curriculum so that all pupils can make the best possible progress
- a framework of support exists to enable staff to respond appropriately to the needs of pupils
- all pupils are valued equally and each pupil should be enabled and encouraged to develop her/his potential to the full
- all learners express their views and are fully involved in decisions which affect their education
- parent/carers are informed of their child's special needs and that there is effective communication between all involved.

The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as in need of it.

The day-to-day co-ordination of provision is delegated to the SEND Co-ordinator (SENDCo). A member of the Governing Body takes a special interest in SEND, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs.

The Governing Body has agreed with the Local Authority admissions criteria which do not discriminate against pupils with special educational needs or disabilities, and its admissions policy has due regard for the guidance in the Codes of Practice which accompany the SEND Equalities Act (2010).

## **Educational Inclusion**

### **Rationale**

This policy will ensure that this school is an educationally inclusive school where the teaching and learning, achievements, attitudes and wellbeing of every pupil matters. This school provides an inclusive curriculum, which is designed to meet the needs of all its pupils including those with disabilities, those with special educational needs, those from all cultural backgrounds and pupils with English as an additional language. Funding that has been assigned by the Governing Body for special education provision, including staffing, is clearly identified and used effectively for its intended purposes. All pupils may have special needs at different times and therefore a wide variety of strategies are used to meet these needs as they arise. Learning diversity is recognised and planned for, any barriers to learning and participation will be challenged and removed and all pupils will be provided with equality of opportunity. Parents /carers will be completely involved in the education of their child and will be fully informed when special educational provision is made for their child.

### **Purpose**

- This policy will underpin all the other policies of this school.
- This policy will ensure that the provisions of the SEND and Disability Act 2001 and Disability Discrimination Act amendment 2005, and subsequent code of practice are put into place in this school. It will ensure that the Code of Practice for SEND 2014 is implemented.
- The Policy will ensure that the provisions of the Race Relations (Amendment Act)
- Part 3 of Children & Families Act 2014, Removing Barriers to Achievement, Equality Act 2010,
- Reasonable adjustments for disabled pupils' guidance (2012) etc. underpin all aspects of the school's work.

### **Broad Guidelines**

To recognise and record pupils' strengths and successes to encourage a positive self-image.

- Everyone in the school must ensure that there is no victimisation, discrimination either direct or indirect against disabled pupils, pupils with SEND or on racial grounds.
- To ensure that all pupils receive their entitlement to a broad, balanced and relevant curriculum and that provision for pupils with special needs and disabilities is central to curriculum planning.
- Everyone must ensure that pupils with EHC Plans are educated in this school unless it is incompatible with the wishes of their parents/carers or incompatible with the efficient education of other pupils.
- Those responsible for policies must monitor and review their operation to evaluate their impact on pupils, staff and parents/carers of those with learning / emotional, social and behavioural / physical / sensory disabilities and of different racial groups; in particular, they must evaluate the impact on the attainment level of such pupils.
- Everyone in school must be familiar with the requirements of the Statutory Code of Practice for SEND, Disability and Race and must ensure that the codes underpin all aspects of their work.

## Conclusion

The commitment to educational inclusion will be an integral part of every aspect of the school's life and work. It will be marked by the pupil centred approach to all we do, to ensure that the needs of each individual are met.

## 1. GENERAL

### A Definition of SEND

According to the SEND Code of Practice: 2014

*"A pupil has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.*

*A pupil has a learning difficulty if he or she*

- a) Has significantly greater difficulty in learning than the majority of pupils of the same age*
- b) Has a disability which either prevents or hinders the pupil from making use of educational facilities of a kind provided for pupils of the same age in mainstream schools or mainstream post-16 institutions.*

*A pupil must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she is or will be taught."*

Special educational provision means, educational provision which is additional to or otherwise different from, the educational provision made generally for pupils of their age in schools maintained by the Local Authority, other than special schools, in the area.

### The school in context

Glossopdale School is a large comprehensive school that, compared to other schools in the area, has a high proportion of pupils with EHC plans linked to their learning, physical, sensory, language and communication and/or social, emotional, behavioural difficulties.

We welcome all young people at Glossopdale and make appropriate adjustments for disabled pupils who apply to come here. Glossopdale has an appropriately qualified SENDco, a team of teaching assistants, and a Year Manager assigned to each year group who provides pastoral support for the pupils in their year group. Pupils with an EHC plan may also be assigned a key worker from the Learning Support Team. Some pupils identified as SEND Support may also have a key worker who will liaise with home as well as support the pupil in school. In liaison with parents/carers, pupils may receive additional support from the Emotional Wellbeing coordinator in the 'Hive', the Alternative Provision coordinators in the 'THRIVE Centre' where a bespoke package of alternative provision may be delivered and/or a personalised timetable implemented depending on individual needs. In addition, the on-site Family Support workers can deliver additional support for pupils and their families.

## Aims & Objectives

- The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and ensure that, where the Headteacher or the appropriate governor has been informed by the LA that a pupil has special educational needs; those needs will be made known to all who are likely to teach them.
- The staff and governors in the school are aware of the importance of identifying and providing for those pupils who have special educational needs. Strong links exist between the school, partner primary schools, Education Support Services, Health, Social Services to ensure that pupils' needs are known from the outset.
- The Headteacher, staff and governors will draw up and report annually to parents/careers on the policy and effectiveness of the school's work for pupils with special educational needs.

- Pupils with special educational needs and disabilities will be able to take part in the activities of the school together with pupils who do not have special educational needs. Where necessary, reasonable adjustments will be made to the arrangements to ensure that all those who wish to take part are able to do so.

### **Admission and Inclusion**

No pupil is refused admission to Glossopdale School on the grounds of their special educational needs.

All the teachers in the school are recognised as having a responsibility to teach pupils with special educational needs. As such Glossopdale adopts a 'whole school approach' to educational needs which means that the staff of the school are committed to identifying and providing for the needs of all pupils in a wholly inclusive environment. Inclusion is regarded as crucial to the policy.

The school operates an equal opportunities policy for pupils with special educational needs and they have the same rights as other pupils. Reasonable adjustments are made to ensure that all pupils, whatever their disability, have access to the opportunities made available to all pupils who attend this comprehensive School. This includes both those pupils with Educational and Health Care Plans and those others with less significant problems. The LA is a signatory to the Salamanca Agreement (Charter for Inclusive Education) and Glossopdale is committed to putting the charter into practice on an everyday basis.

## **2. BASIC INFORMATION ABOUT SEND PROVISION**

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's Headteacher, Special Needs Co-ordinator (SENDCo), Learning Support Team, and all other members of staff have important day-to-day responsibilities.

*'All children and young people are entitled to an appropriate education ..... Teachers are responsible and accountable for the progress and development of the pupils in their class*

### **Responsible Persons**

The 'responsible person' for Special Educational Needs is the Headteacher

The link Governor

The line manager on the SLT is the Assistant Headteacher: Behaviour, Attendance and Welfare.

The person co-ordinating the day-to-day provision of education for pupils with special educational needs is the SENDCo.

### **Roles & Responsibilities**

#### **Headteacher**

The Headteacher has responsibility for the day-to-day management of all aspects of the school, including provision for pupils with special educational needs. These responsibilities are met within the close collaboration of the Headteacher, School Leadership Team and Sendco in the early identification and subsequent provision of pupils with a significant educational need.

The Headteacher has responsibility in: -

- Assisting in the development, monitoring and evaluation of the governor's policy for special educational needs
- Establishing success criteria
- Involving all staff and governors in SEND development.
- Agreeing a job description with SENDCo
- Establishing procedural guidelines for all staff

The Headteacher is able to do this by:

- Giving SEND status in the School Improvement Plan
- Working alongside other staff, the SENDCo and the governor with responsibility to formulate, develop and review the SEND Policy
- Establishing and developing the role and responsibilities of the SENDCo through the job description and school systems
- Working to establish procedures and maintain good practice in school.

### **The Governing Body**

The Governing Body has certain responsibilities towards pupils with special educational needs. It will do its best to ensure that the necessary provision is made for any pupil who has special educational needs.

This responsibility will be carried out through: -

- Knowledge of the school's system for the identification of pupils experiencing difficulty
- The governing body to oversee and monitor documentation with SENDCo and link governor
- Knowledge of the school's course of action for such pupils in relation to the Code of Practice and how resources have been allocated to and amongst pupils with SEND
- School reports from the Headteacher / SENDCo which provide this information
- A 'responsible person' – the Headteacher or the appropriate governor
- The needs of SEND pupils made known to all who are likely to teach them
- Ensuring that teachers are aware of the importance of identifying, and providing for those pupils who have special educational needs
- Consulting the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- Establishing procedures that a pupil with special educational needs joins in the activities of the School together with pupils who do not have special educational needs so far as is reasonably practical and compatible with the pupil receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- Reporting annually to parents/carers on the implementation of the school's policy for pupils with special educational needs
- Having regard to the SEND Code of Practice when carrying out its duties toward all pupils with special educational needs ensuring that parents/carers are notified of a decision by the school that SEND provision is being made for their child.

### **The Link Governor**

The governor with responsibility for SEND liaises with the SENDCo. The governor has access to the special needs files in School, central copies of which are held by the SENDCo. Through regular discussion with the Headteacher/SENDCO the link governor is able to represent the interests of pupils with SEND.

## Special Needs/disabilities Coordinator (SENDco)

### The core purpose of this role:

“The SENDCo, with the support of the Headteacher and governing body, takes responsibility for the day-to-day operation of provision made by the school for pupils with SEND and provides professional guidance in the area of SEND in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all pupils.” (TTA Standards 1998)

The SENDCo has a reduced teaching commitment in order to allow for a suitable amount of time in which to coordinate, monitor and evaluate special educational needs provision throughout the school. There are several key areas here:

### Strategic Direction & Development

The SENDCo, with the support of the Headteacher, the Governing Body, School Leadership Team and Faculty Team Leaders takes responsibility for the day-to-day running of the department and the provision for individual pupils. Staff are made aware of those pupils identified as having special educational needs through the distribution of the ‘*SEND Register List*’. This document lists the names of all these pupils in Years 7 – 13 with a code to identify their specific needs and provisions applied. The names of all pupils with medical conditions are included in a separate list to all staff.

For some pupils with significant medical needs e.g. epilepsy, nut allergy, it is necessary to provide health plans to ensure the safety of the pupils whilst in school, for example, every teacher of the specific pupil is given a guidance sheet.

The SENDCo provides professional guidance to inform teachers and to ensure high quality teaching and effective use of resources to bring about improved standards of achievement for all pupils. This is developed through INSET. It is the SENDCo’s responsibility to ensure that the school is kept fully informed of new initiatives and guidance so that the school is able to respond appropriately.

### Teaching & Learning

The SENDCo has a responsibility to support the Headteacher and curriculum leaders in ensuring all staff recognise the importance of planning lessons and using a variety of teaching styles to encourage participation and learning of all pupils.

The SENDCo and members of the Support Team work alongside subject teachers, progress and year managers through, support teaching, pupil review/progress meetings and other relevant school planning groups.

### School Leadership

Provide strategic direction and development for SEND Support CPD for all staff

Ensure high quality teaching is delivered with appropriate adaptation. Ensure interventions are evidence based, appropriate and effective Ensure strong partnerships with parents/carers

Provide support for SENDCo in monitoring the impact of SEND provision

Working alongside subject teachers who should:

Plan, teach and monitor the attainment and progress of all pupil

Use a cycle of ‘assess, plan, do, and review’ for all pupils to enable the early identification of pupils with SEND, and to monitor the progress of those already identified as having SEND

Monitor the impact of class teaching, adaptation and other provision, including intervention

Have a commitment to CPD

Liaise with other staff Learning Support Assistants, SENDCos)

### **Managing Learning Support Assistants who Should:**

Be appropriately trained with a good knowledge of SEND and have a commitment to CPD Focus support for pupils on learning and development  
Provide appropriate support in class  
Deliver evidence based interventions  
Liaise with other staff (teachers, SENDCos)

### **Leading & Managing Staff**

The SENDCo, line managed by the Assistant Headteacher: Behaviour, Attendance and Welfare leads and manages a team of SEND full time and part time Learning Support Assistants. The SENDCo constructs the timetable of support across the curriculum and across all year groups, including Sixth Form. The SENDCo also shares their responsibility to provide support, guidance and training for other colleagues.

### **Efficient & Effective Deployment of Staff & Resources**

The SENDCo seeks to ensure that the learning of all pupils is given equal priority and that available resources are used efficiently in supporting, guiding and motivating colleagues and in meeting the learning, social and physical needs of pupils, as necessary.

The SENDCo is responsible for ensuring that the name of any pupil identified as being a concern is entered on the school's SEND Register and is followed through in line with procedures suggested in the SEND Code of Practice. An important part of the SENDCo role is discussing the needs of particular pupils with teachers and keeping close and positive contact with all parents/carers concerned.

The SENDCo is responsible for co-ordinating the day-to-day provision of education for pupils who have been assessed as needing extra support. As part of this process, the SENDCo has developed efficient working relationships with parents/carers and external agencies such as Educational Psychology, Social Services, Health services, Advisory Teachers, teachers of English as an Additional Language, etc. The SENDCo at Glossopdale has an additional responsibility as the Designated Teacher for LAC and is the Specialist Teacher for testing pupils for Access Arrangements.

In short, the SENDCo has responsibility for:-

- Overseeing the day-to-day operation of the School's SEND policy
- Co-ordinating provision for pupils with SEND
- Supporting staff in the interpretation of the SEND Policy
- Advising on the graduated approach to providing SEND support
- Assisting in the development, monitoring and evaluation of the SEND Policy
- Identifying and contributing to the in-service training of staff
- Maintaining a central record and overseeing the records of pupils with SEND Support, and EHC plans
- Liaising with parents/carers of pupils with special educational needs
- Being a key point of contact with outside agencies especially local authority and its support services
- Working with the Headteacher and school governors to ensure the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

### **Access to the Curriculum**

The National Curriculum is made available for all through the curriculum being differentiated to meet the needs of individual pupils. Teaching styles and flexible approaches reflect this and learning needs may be met in individual, small group or whole class contexts.

Schemes of Learning for pupils, within classes and year groups, reflect whole School approaches to teaching and learning and take account of special educational needs.

Curriculum tasks and activities are broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

In the event of a pupil failing to make good progress despite quality first teaching and adaptations to the curriculum, the school then looks to provide a programme of increasing support. This might mean calling



on the expertise of outside agencies (Educational Psychologist, Advisory Teachers, etc.) but the school, other than in exceptional cases, makes full use of classroom and school resources before drawing on external support.

The school makes provision for pupils with special educational needs and disabilities to match the nature of their individual needs and the SENDCo keeps regular records of the pupils' needs, the action taken and the outcomes.

The SENDCo and the Learning Support Team work closely with class teachers as part of the daily routine and as part of the School's assessment procedures, to ensure that learning is differentiated according to the needs of the pupil. High levels of in-class support are provided for the neediest pupils in order that withdrawal from lessons is kept to a minimum. This support is provided for pupils with emotional, social and behavioural needs as well as for those with learning or physical/sensory needs.

### **Co-ordinating Support**

The school recognises that good practice for SEND pupils is good practice for all pupils and therefore the Support Team is a service for the whole School. It is recognised that virtually every issue in School has an SEND dimension and so staff are involved in SEND issues.

### **Resources**

Funding for SEND is through the Local Authority formula, on the basis of their special needs audit. These funds are then allocated according to these identified needs of individual pupils. The School allocates some of this funding for support staffing according to needs identified on statements and EHC Plans and through assessment procedures.

The Support Team is allocated a curriculum / resource budget which is used to provide specific programmes (e.g. Toe-by-Toe, various reading and social skills programmes, Fresh Start etc.) and to fund the provision of differentiated curriculum materials as necessary. Funds are also allocated to provide such things as transport to work experience for those with physical disabilities. The school is fortunate to have access to the LA Advisory Service and to Health Services which provide larger items of equipment needed by some pupils' e.g. laptops, hoists, and special furniture. This equipment remains the property of those services.

### **Special Facilities**

There are special facilities at the school for pupils who are physically disabled. We have well-equipped physiotherapy rooms. Learning Support Assistants carry out physiotherapy programmes in consultation with physiotherapists who visit school regularly. The school has toilets for disabled, lifts and ramps on all sites. These facilities are being regularly updated as required to meet the needs of the pupils. (See Accessibility Plan)

The school has a designated area to provide support, special programmes of work, alternative curriculum, catch up sessions and respite for pupils whose emotional/social/behavioural difficulties (ESBD) make it difficult for them to function in class or around school at breaks and lunchtimes. This may be offered on a lesson-by lesson basis or for longer periods where it is felt appropriate. Every effort is made to provide this support in the classroom rather than in the extracted from class situation.

The Learning Support Team (LST) offer similar support to those pupils who experience learning, physical /sensory or communication difficulties. Pupils can be withdrawn from lessons to work in small groups or one-to-one where this is appropriate to their needs or to the programme being delivered. However, by far the most support is provided in the mainstream classroom.

The team of TAs provide in-class support and pastoral / welfare support to pupils with EHC Plans across the school. The funding for these posts is provided through the EHC Plans of pupils and TAs are assigned as key workers for individual pupils where possible. In the course of their duties, they regularly offer this support to pupils at school support level with whom they come into contact.

### **Whole School Planning, Monitoring & Review**

SEND provision is considered as an integral part of whole school planning.

Discussions take place often on a daily basis between the SLT, SENDCo, TA Team Leader. The Support Team aims to respond flexibly to the changing needs of individuals and classes and so the support timetable may be changed several times throughout the year.

## **IDENTIFICATION, ASSESSMENT AND PROVISION FOR ALL PUPILS WITH SPECIAL EDUCATIONAL NEEDS**

The school believes it is very important to identify pupils' needs as soon as possible. For this reason, a great deal of information is gained from partner primary schools before pupils transfer from KS2 to KS3.

The SENDCo attends the Year 5 and 6 Annual Reviews where possible and plans transition for individual pupils as required. Discussions take place with Year 6 teachers in the schools, with the Educational Psychologists, with the Local Inclusion Officer and with other agencies such as Health and Social Services as the need arises. Year Managers are also an important source of information since they liaise regularly with parents/carers and external agencies.

The school's assessment procedures also provide information that is used to identify pupils with SEND. Screening tests such as those incorporated into the Accelerated Reading Programme, NGRT Reading age test, add to information already gained from the above sources and from KS2 results. Past School records, discussions with parents / carers and test results are used to identify the needs of pupils who join the school later than Year 7. Where necessary, further assessment then takes place.

### **Our Graduated Approach to Learning Difficulties**

The SEND Code of Practice 2014 recommends that all Schools should have a graduated approach to the needs of pupils, increasing the support available in accordance with identified increased levels of need. This approach starts with the class teacher using various strategies to meet individual needs.

*'Where a pupil is identified as having SEND, school should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle (Plan, Do, Assess, Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupils needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.'*  
(SEND Code of Practice 2014 6.44)

### **Making Progress**

*'The first response to progress concerns should be high quality teaching targeted at (the pupil's areas of weakness). Where progress continues to be less than expected the class or subject teacher, working with the SENDCo should assess whether the child has SEND. While informally gathering evidence school should not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required.'*

(SEND Code of Practice 2014 6.19)

### **WHEN CONCERNS ARE EXPRESSED ABOUT A PUPIL**

Concern may be expressed by the class teacher, another member of staff, parent, or an outside agency or the young person themselves.

#### **1. Intervention at Glossopdale:**

First response high quality teaching targeted at the area of difficulty.

1. Subject based Intervention: Where pupils identified as underperforming will receive academic subject specific support which will enable them to accelerate progress and 'catch up'.

### **Record Keeping**

At this initial stage it is the class teacher's responsibility to meet the pupil's needs through curricular adaptations.

Information about and tracking of progress is documented through the school's target setting and tracking process, used by teaching staff to track the progress of all pupils in their classes. Where concerns exist at this early stage, advice may be sought from the SENDCo, from LST staff and from Faculty Team Leaders / Progress Coordinators as appropriate.

It is particularly important that agreed school procedures for assessment and recording are carefully followed, since evidence of efforts made to help the pupil will be required should s/he be referred for further help

For a pupil with behaviour problems a record of incidents must be kept on an ongoing basis.

### **Moving On**

If the pupil makes good progress, in consultation with appropriate staff, it will be decided to remove him/her from the record.

If the pupil does not progress, he / she may be considered for further support.

## **2. Additional Needs Intervention: Action**

The SENDCO submits a request for statutory assessment to the LA and this is discussed at their Statutory Assessment Moderating Group. If they decide to proceed, the school will be asked to provide educational advice about the pupil, drawing on record keeping by teachers, and School Support strategies. All the support which the school has been providing continues during the assessment process.

### **Record Keeping**

All those involved with the pupil must continue to keep detailed records. If the LA decides to issue an EHC Plan, provision will be as defined in that document. This often results in additional individual support for a pupil provided through extra funding. Access to other services, such as health, social care or behaviour support, may also be linked to the EHC Plan.

### **Action**

An EHC Plan is a legal document and the identified additional provision must be put in place by the school. The SENDCo will monitor provision. Previous provision must continue.

### **Record keeping**

All those involved with the pupil must continue to keep detailed records. The needs of pupils with statements or EHC Plans are reviewed at least once a year – the Statutory Annual Review. The SENDCo is responsible for organising this meeting. All those involved with pupil are invited to the meeting i.e. parents / carers, the Educational Psychologist, the Pediatrician, the Local Inclusion Officer, any supporting Advisory teachers, Multi Agency Team and, where they are already involved with the pupil, Social Services.

### **Moving On**

The decision to discontinue an EHC Plan can only be taken as a result of an Annual Review.

### **Complaints**

Complaints about SEND provision will normally be directed in the first instance to the SENDCo.

## **Training**

Glossopdale has a long and successful record of meeting the needs of pupils with special educational needs. Within the Support Team arrangements are made for in-house training through work shadowing, role exchange, etc. In addition, the SENDCo provides in-service training to the whole staff as opportunities and when needs arise. Support staff are also directed towards outside training courses where possible. Visits to other schools have proved to be extremely useful.

The school also offers training to others and has frequently provided placements for SEND Learning Support Assistants in training. Pupil teachers on placement from, for example, Manchester Metropolitan University are also offered the opportunity to work within the team and to learn how the team works to support the pupils in class and with specialist programmes.

## **Outside Agencies**

The school receives advice and support from the LA support services and the Educational Psychologist meet to discuss pupils from each Key Stage each term. In addition, the Educational Psychologists carry out assessments linked to concerns, statutory assessments and to provide advice when working with pupils with SEND.

The School is served by a team of Advisory Teachers from the LA:

- Hearing-Impaired
- Visually-Impaired
- Physically-Impaired
- Moving and Handling Adviser
- Pupil Support Centre, Buxton / Behaviour Support Team

Strong links also exist with Tameside and Glossop Health Services:

- Pediatrician
- School Nurse
- Physiotherapist
- Occupational Therapist
- Speech and Language Therapist
- Muscular Dystrophy Nurse
- Orthoptist
- Social Services
- CAMHS 2022

These agencies usually have a list of 'clients' in school whom they visit regularly, according to the severity of their needs. Reports are received following these visits so that any necessary follow-up work can be carried out by the Learning Support Team. Parents/carers are kept informed of these meetings and are welcome to attend.

Please see appendix for named staff working with School from outside agencies.

The school recognises the importance of close contact with other schools as SEND pupils move between the stages of education or move home either within or outside the LA. Partnership with feeder primary schools has already been mentioned. Such links also exist with other secondary schools in this area of the LA and with further education establishments such as Buxton College, Stockport College, Hope Valley and Tameside College. Most of the pupils with EHC Plans in school move on to continue their education in one of these. Though more able pupils with SEND are now choosing to stay on at Glossopdale. Occasionally a pupil who has very special and individual needs may require further education at a specialist school. In such cases, the school works to secure funding and placement for that pupil.

## Parent/carers

Parent/carers have a vital role in the identification of and support for SEND pupils.

Every effort is made to work in partnership with parents/carers at every stage. The Support Team sets out to liaise with parents/carers and to encourage them to have an active role in their child's education. Parents/carers play a key role in enabling pupils to achieve their potential, such as:-

- responsibility for informing school about any specific needs their child may have upon entering School.
- liaising regularly with Learning Support Team staff who are overseeing their child's progress.
- attending and contributing to review meetings (especially for pupils with a statement and EHC plans).
- keeping themselves informed about a pupil's progress through the school's general and progress reports.
- encouraging pupils' reading by hearing pupils read at home.
- encouraging pupils to complete homework by checking the Study Planner and Home school contact book.
- participating in sympathetic and positive discussion on entering each stage of support.

## Other documents which supplement this policy

- Accessibility Plan
- SEND Register List
- SEND information report published on the website
- School Improvement Plan
- SEND Improvement Plan
- Child Protection Policy & Procedures
- Supporting pupils with medical conditions
- School Behaviour Policy
- Admissions Policy

## Appendix

### Responsible Persons

The 'responsible person' for Special Educational Needs is the Headteacher: Mrs Debra McGloin

The link Governor: Mr Jonathan Mason

The line manager on the SLT is the Assistant Headteacher: Behaviour, Attendance/ Welfare and Designated Safeguarding Lead: Mr Scott Holmes

The person co-ordinating the day-to-day provision of education for pupils with special educational needs is the AAHT SEND & Inclusion SENDCo: Ms Lorna Barnfather

### The School is served by a team of Advisory Teachers from the LA:

Hearing-Impaired – Sue Tucker

Visually Impaired Julie Goodfellow

Physically Impaired – Rachel Wessels

Moving and Handling Adviser – Tia Mukherjee

Pupil Support Centre, Buxton / Behaviour Support Team –

Strong links also exist with Tameside and Glossop Health

Services: Pediatrician - Doctor Lawson

School Nurse Emma Heath

Physiotherapist –

Occupational Therapist -

Speech and Language Therapist - Sue Pounder, Yee Ling, Rachel Jiggins

Muscular Dystrophy Nurse – Fran Binici

Orthoptist -

Social Services

Early Help Team: Carolyn Heginbottom

