



SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY

October 2025

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Section A - School Arrangements

1 Definition and aims

The term 'special educational needs and disability' (SEND) refers to children who have additional difficulties or disabilities that make it harder for them to learn or access education than most children of the same age. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught. Special educational provision means: *For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Authority (LA), other than special schools in the area.*

2 Principles, Ethos and Mission

"To provide **an education for life**, enabling **all** of our school community to flourish and live life to the full".

- Wherever possible, children have the right to education in their local mainstream school.
- All pupils are valued equally.
- All teachers are teachers of pupils with special educational needs.
- All pupils should have access to a deep and enriching relevant curriculum, including the National Curriculum that is differentiated to meet their needs.
- The views of the child should be sought and taken into account.
- Partnership with parents plays a key role in promoting a culture of co-operation between parents, schools, LAs and other interested parties.

3 Roles and responsibilities

3.1 Governors

- a. The Governors have important statutory duties towards pupils with special educational needs. The Governors, together with the Headteacher, decide the school's general policy and approach to meeting pupils' special educational needs for those with and without EHCPs. They will set up appropriate staffing and funding arrangements and oversee the school's work within financial constraints.
- b. The Governors will do their best to ensure that the necessary provision is made for any pupil who has a special educational need and that those needs are made known to all who are likely to teach them.
- c. The Governors will ensure 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 child 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.
- d. The Governors' Curriculum Committee will report to the Governing Body on the progress for pupils with special educational needs.
- e. The Governors' representative with responsibility for SEND is Mrs E Molyneux.

3.2 Special Educational Needs Co-ordinator (SENDCo)

- a. The Special Educational Needs and Disability Co-ordinator, in collaboration with the Headteacher, Assistant SENDCo and Governors, plays a key role in helping to determine the strategic development of the SEND policy and provision in the school to raise the achievement of pupils with SEND.
- b. The SENDCo and Assistant SENDCo take day-to-day responsibility for the operation of the SEND Policy and co-ordination of the provision made for pupils with SEND, working closely with staff, parent/carers and external agencies incorporating the Local Authority's (LA) support that includes TESS, educational psychology services, health and social services and voluntary organisations.
- c. The SENDCo also provides related professional guidance to colleagues with the aim of securing high quality teaching and intervention for pupils with SEND. In addition, the SENDCo leads the Assistant SENDCo, Key Workers and Learning Support Assistants (LSAs) whilst also having an overview of all interventions across school.
- d. The SENDCo is responsible for monitoring and evaluating the progress of pupils identified as the cohort of pupils with special educational needs.

4 Co-ordinating and managing provision

Provision for pupils with special educational needs and disability is a whole school responsibility. In addition to the Governors, the Headteacher, the SENDCo and the SEND team, all other members of staff have important operational responsibilities. All teachers are teachers of pupils with special educational needs.

5 Admission arrangements

- 5.1 The school strives to be a fully inclusive school. It acknowledges the range of issues to be taken into account in the process of development. All pupils are welcome, including those with special educational needs and disability, in accordance with the school's Admissions Policy. According to the Education Act 1996, (Section 316), if a parent wishes to have their child with a EHCP educated in the mainstream, the Local Authority (LA) must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.
- 5.2 Prior to transfer, the Head of Year 7 or Assistant Headteacher visit or contact all feeder primary schools in order to identify pupils with special educational needs through discussion with the primary school staff. The SENDCo and the Assistant SENDCo review all the written transfer information to identify all pupils who will require specific support, making additional visits to Primary feeders where required. To further support a smooth transition, the SENDCo or Assistant SENDCo may attend the Annual review meetings for those Y6 pupils who have already decided to attend The Deanery and calendar an additional transition day for high needs (K code students) and those in receipt of an EHCP.
- 5.3 For pupils identified as vulnerable or anxious during the transfer process, a comprehensive transition programme is put in place involving the creation of a child-centred transition plan and additional visits between schools during the summer term.
- 5.4 We recognise that pupils with SEND or certain health conditions can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers. Additional barriers can exist when recognising abuse, exploitation and neglect in this group, including:
 - Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
 - Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils
 - The potential for pupils with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
 - Communication barriers and difficulties in managing or reporting these challenges
 - Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so
- 5.5 We offer extra pastoral support for these pupils. Any abuse involving pupils with SEND will require close liaison with the DSL. The SENCO is also now a Deputy DSL.

Section B - Identification, assessment and provision

1 Identification and assessment and review categories of special need:

1.1 Four broad areas of need

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs.

1.2 Details of the SEND information, medical information, objectives and targets for progression are collated by the SENDCo and circulated to all staff using the school network staff area. This information is regularly checked for accuracy and updated as required. The SENDCo will highlight the needs of particular pupils to all staff at the start of the school year.

1.3 At the beginning of Year 7, all pupils undertake a series of spelling and reading tests in order to identify those students in need of targeted support. The same series of tests are given to all in-year admission pupils. This along with teacher concerns and further individual testing enables SEND Team to prioritise those pupils who require further intervention. The school acknowledges that there is a continuum of special educational needs and will try, wherever possible to meet those needs through a range of classroom and school resources and Inclusive Quality First Teaching practices, before bringing increasing specialist expertise to bear on the difficulties that a pupil may be experiencing.

2 Early Identification

Assessment is a continuing process that can identify pupils who may have special educational needs. The school will measure children's progress by referring to:

- evidence from teacher observation and assessment
- their performance within the National Curriculum
- their progress against the objectives specified in the National Literacy and Numeracy Strategy Frameworks
- standardised screening or assessment tools

3 Provision

The school follows the Graduated Approach as outlined in the SEND Code of Practice:

3.1 Wave 1: In-class intervention

The effective inclusion of all children in a high-quality lessons (quality first teaching) with a focus on reading, writing, communication and mathematics. Children may be at any point on the graduated response - that is, the usual differentiated curriculum.

3.2 Wave 2: Internal intervention

Small-group intervention (Literacy Support, Additional Literacy Support, Option classes, Literacy and Numeracy classes) for children who can be expected to 'catch up' with their peers as a result of the intervention - that is, who do not have special educational needs related specifically to learning difficulties in literacy or mathematics. Wave 2 interventions are not primarily SEND interventions. Where intervention programmes are delivered without modification within the designated year group, there is no requirement that the children be placed on SEN Support, although children may on occasion already be within this group.

3.3 Triggers for Wave 2 Intervention

The triggers for intervention could be concern, underpinned by evidence, about a pupil who, despite receiving Ordinarily Available Inclusive Quality First learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas
- presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite

the provision of a differentiated curriculum

- After investigation, assessment and consultation with parent/carers the action needed to help the pupil to progress is something that is additional to and different from action provided as part of the school's usual Wave 1 intervention.

3.4 Wave 3: specialist intervention

Specific targeted intervention for individual children identified as requiring SEND support. Children at Wave Three may have particular needs related specifically to mathematics or literacy, or needs associated with other barriers to learning. Provision at Wave Three may draw on specialist advice. It may involve the adjustment of learning objectives and teaching styles and/or individual support. It aims to reduce gaps in attainment and facilitate greater access to Waves One or Two. Children receiving Wave Three support will often be placed on SEN Support if an external agency is involved in assessment, planning and review.

3.5 Triggers for Wave 3 Intervention

This is characterised by the involvement of external services such as special needs advisory teachers, educational psychologists, TESS (Targeted Education Support Services) etc. The triggers for wave three intervention could be that, despite receiving an individualised programme and/or concentrated support, the pupil:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of pupils of a similar age
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with their own learning and that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs and requires specialist equipment or regular advice or visits, providing direct intervention to the pupil or advice to the staff, by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the pupil directly. They may also be involved in drawing up the objectives and targets.

4 **English as an Additional Language (EAL)**

The identification and assessment of the special educational needs of young people whose first language is not English requires particular care. Where there is uncertainty about an individual, the school will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

5 **Individual SEND Information**

All SEND information is available to every member staff through the school shared area. A summary overview is available via Synergy. This information is updated regularly by the SEND team.

6 **Education, Health and Care Plans (EHCP)**

6.1 Statutory assessment involves consideration by the Local Authority (LA), working co-operatively with the parent/carers, the child's school, and other agencies as appropriate, as to whether a statutory assessment of the child's special educational needs is necessary. If it is, then a EHCP is drawn up which indicates the degree of learning difficulty and the nature of the provision necessary to meet the child's special educational needs. This could include:

- In-class support from a Learning Support Assistant
- Specific programmes, both individual and group
- Educational aids – portable word processor, spellcheckers
- Adaptations – enlarged papers, sloping desks

6.2 All children with EHCPs of special educational needs will have short-term targets set for them that have been established after consultation with parents, and the child and will include targets identified in the EHCP of educational need. These targets will be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the agreed classroom interventions will continue to be the

responsibility of the class teacher.

6.3 The EHCP is reviewed at least annually at the school by all agencies/people involved. The review focuses on what the child has achieved as well as on difficulties that need to be resolved. From Year 9 onwards, a Transition Plan for post-16 provision is reviewed annually.

6.4 The school seeks to actively involve parent/carers in the education of their children. The school will inform parents promptly if any concerns are raised about a pupil and will seek their permission before any intervention is embarked upon. Likewise, they will try to respond promptly to any concerns expressed by parents.

7 Annual review of an EHCP of special educational needs

All EHCPs will be reviewed at least annually with the parents, the pupil and the school to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the EHCP. The annual review should focus on what the child has achieved as well as on difficulties that need to be resolved. The aim of the annual review in year 9 and subsequent years is to review the young person's EHCP and draw up and review the Transition Plan. This must involve the Local Authorities input (Details 9:45 Code of Practice 2001).

8 Curriculum access and inclusion

The school strives to be an inclusive school, engendering a sense of community and belonging through its:

- inclusive ethos
- deep and enriching relevant curriculum for all pupils
- systems for early identification of barriers to learning and participation, high expectations and suitable targets for all children

9 EHCPs, Objectives and Target setting

The school has a strong target setting ethos for all its pupils. All pupils have academic targets based on prior attainment and progress towards meeting these targets is regularly monitored.

- EHCP objectives and targets are shared with staff. Staff are expected to use the information to inform their own teaching and to help them to set subject specific targets for individuals and /or groups of pupils within the teaching groups.
- Staff will review progress of pupils in meeting these targets as part of the monitoring. The feedback to inform the annual review from staff, pupils and parent/carers is considered alongside the data and departmental summative assessments to make judgments and review objectives.

10 Evaluating success

The success of the school's SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the SENDCo, Curriculum Leaders, the Assistant SENDCo and SLT
- Analysis of pupil key data and test results and feedback to departments for individual pupils or cohorts
- National data including progress 8 scores
- SEND Action Plan (part of the school improvement plan)

11 Arrangements for complaints

If parents wish to complain they should in the first instance refer to the Complaints procedure on the school website – <https://www.deanery.wigan.sch.uk> Parent/carers should be made aware of the Information, Advice and support Team (IAS) (formally known as the Special Educational Needs and Disabilities, Information and Support Service SENDIASS) and the Independent Parents Supporters team which can provide additional support for parents and is run through the LA. If at this point, they do not agree with the school's and LA's decision, they have a right to appeal to the authority's SEN Tribunal.

Section C: Partnership within and beyond the school

1 Staff development and appraisal

The school provides specific training on areas linked to SEND at regular intervals during the year. Weekly professional briefings and In-Service Training for LSAs and for all staff take place because of on-going self-evaluation and the analysis of the performance and progress of SEND pupils. Throughout the year, the SENDCo provides training sessions to ECT students, RQTs and staff new to the school on Inclusion, SEND Code of Practice, SEND Policy, Social Inclusion, Learning Support in the classroom and working with LSAs.

2 Links with other agencies, organisations and support services

The school has regular contact with:

- Educational Psychology Service
- Special Needs Advisory Support Teams
- Specialist Sensory Education Team
- Health and Medical Services
- Children's Social Care
- CAMHS (Child and Adolescent Mental Health Services)
- EMAS
- TESS
- Outreach Service
- Voluntary organisations

There may also be links with other external organisations when individual cases require them.

3 Partnership with parents and carers

3.1 Partnership with parent/carers plays a key role in enabling children and young people with SEND to achieve their potential. School recognises that parent/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them. All parent/carers of children with special educational needs and disabilities will be treated as partners and supported to play an active and valued role in their children's education.

3.2 The process for contact with parents in respect of pupils who have special educational needs will be:

- a. SENDCo or representative to meet with parents to discuss pupil's needs
- b. Part of the cycle of reviews to take place at scheduled times and Parents' Evenings
- c. SENDCo or representative to initiate additional meetings/reviews to take place where appropriate or where there may be a concern over the pupil's progress
- d. SENDCo or representative to meet with parents where a request for formal assessment is to be made
- e. In addition to the reviews/parents' evenings, those parents who have a pupil with a EHCP will be invited to an annual review meeting

3.3 Further to this, the school operates an open policy where parents are encouraged to request the opportunity for informal discussion or an organised meeting at any time of their asking. They have the right at any time to access the records relating to their own pupil and any school documentation they may feel appropriate. The school will seek to engage the services of a translator, where requested by parents or deemed necessary by the SENCO, to ensure partnership in developing strategies to help an individual pupil.

3.4 The LA has an Information, Advice and Support Team (IAS) (formally Special Educational and Disabilities Information and Advice Support Service SENDIASS) for the parent/carers of any child with SEND that provides advice and information about matters relating to those special educational needs and disabilities. The Service can be contacted on 01942 233323.

4 'Pupils first' – The Voice of the Child

4.1 All children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter. Confident young people, who know that their opinions will be valued and who can practice making choices, will be more secure and effective pupils during the school years.

- 4.2 We encourage pupils to participate in learning by:
- regular target setting in line with school policy
 - participation in Annual Review of Statements/EHCPs
 - participation in transition planning being involved in decision making about attendance on specific courses
 - encouragement to come and discuss any difficulties they might be experiencing
 - regular pupil voice activities

5 Links with other schools and transfer arrangements

- 5.1 Prior to transfer, the Head of Year 7 and Assistant Headteacher visit all feeder primary schools to identify pupils with special educational needs and disabilities through discussion with the primary school staff. The SENDCo and the Assistant SENDCo review all the written transfer information to identify all pupils who will require specific support, making additional visits to Primary feeders where required. To further support a smooth transition, the SENDCo attends the Annual review meetings for those Y6 pupils who have already decided to attend The Deanery and calendar an additional transition day for high needs (K code students) and those in receipt of an EHCP.
- 5.2 For pupils with EHCPs of special educational needs and disabilities the SENDCo will should be invited to attend the 'Annual review' at the primary school prior to transfer. For pupils without EHCPs but identified as requiring additional support over the Year 6/7 transition, a comprehensive transition programme has been established that involves a child-centred transition meeting and additional visits in the summer term of Year 6.
- 5.3 In preparation for the next stage of education post-16, the annual review of the EHCP from Year 9 and beyond will also draw up, and subsequently review, the Transition Plan. The annual review of the EHCP in Year 9 should involve the agencies that will play a major role in the young person's life during the post-school years and must involve the LA SEND Team.