



**GLOSSOPDALE
HIGH SCHOOL**
Part of True Learning Partnership

To aspire, endeavour and thrive together

SEND POLICY

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
Reviewed	September 2023	
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Reviewed	June 2025	Names of advisory teachers updated. Some grammatical changes.
Reviewed	June 2026	Name of advisory teacher updated Hub changed to Learning Study Room and SEND manager to Assistant SENDCO

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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.

This policy ensures that the school meets its statutory duties under Part 3 of the Children and Families Act 2014 and complies fully with the statutory guidance set out in the Special educational needs and disability code of practice: 0 to 25 years. The policy underpins all aspects of the school's work in accordance with the Equality Act 2010, ensuring protection against discrimination, promoting equality of opportunity, and fulfilling the statutory duty to provide reasonable adjustments for disabled pupils. This policy is aligned with current statutory duties. The school is actively monitoring the legislative framework following the government's White Paper, "Every Child Achieving and Thriving" (2026), and the forthcoming Education for All Bill.

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 SEN 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 parents/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 their potential to the full
- All learners express their views and are fully involved in decisions which affect their education
- Parents/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 involved in the education of their child and will be 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 and 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 mental health needs (SEMH) / 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 has a high number of pupils with EHC plans linked to their learning, physical, sensory, language and communication and/or social, emotional, and mental health (SEMH) needs.

We welcome all young people at Glossopdale and make appropriate adjustments for disabled pupils who apply to come here. Glossopdale has two appropriately qualified SENDCOs, Assistant SENDCOs a team of Teaching Assistants, and Year Managers assigned to each year group who provides pastoral support for the pupils in their year group. In liaison with parents/carers, pupils may receive additional support in the Learning Study room- if they are referred to the provision. The Alternative Provision coordinators in the 'THRIVE Centre' deliver a bespoke package of alternative provision and/or a personalised timetable implemented depending on individual needs. In addition, the on-site Family Support workers offer 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/ carers 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 Deputy Head – Curriculum, Progress & Attainment

The strategic lead and coordinator of 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 BromCom where the level and area of need is identified. The SEND Register also 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.

Students on the SEND register also have a One Page profile that identifies barriers to learning and offers strategies for support in the mainstream classroom for teachers to view.

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, that are shared with teaching and support staff.

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 pupils
- 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)

Deploying and 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, year teams)

Leading & Managing Staff

The SENDCo, line managed by the Deputy Headteacher: Inclusion – Curriculum & Outcomes - leads and manages a team of SEND full time and part time Teaching 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 participating in targeted intervention is recorded 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 ensuring the Inclusion team keep 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, Specialist Teacher for testing pupils for Access Arrangements and Inclusion Support services from the LA.

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
- Overseeing the liaison 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.

Curriculum plans for subjects 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 high quality 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 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 adaptive and responsive according to the needs of the pupil. In-class support is provided to support students' progress and also to support them developing independence as a learner. Withdrawal from lessons is kept to a minimum to ensure our offer is inclusive to all.

Co-ordinating Support

The school recognises that good practice for SEND pupils is good practice for all pupils and therefore we work hard to ensure that all staff understand the needs of students through CPD and through Spotlight Student briefings and regular bulletins, alongside One Page Profiles.

Resources

Funding for SEND is through the Local Authority formula and High Needs Top Up. These funds are then allocated according to the identified needs of individual pupils. The School allocates some of this funding for support staffing according to needs identified on EHC Plans.

The Support Team is allocated a curriculum / resource budget which is used to provide specific programmes (e.g. Literacy, numeracy and social skills programmes.) and to fund the provision of differentiated curriculum materials as necessary. 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. Teaching 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, the Learning Study Room, to provide support, special programmes of work, alternative curriculum, catch up sessions and respite for pupils whose emotional/social/mental health barriers (SEMH) 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 to support our inclusive curriculum.

The team of TAs provide educational and emotional support to pupils with EHC Plans across the school. The funding for these posts is provided through the EHC Plans.

Thrive Centre

The THRIVE Centre provides targeted support for pupils whose needs may present barriers to full participation in mainstream learning. Provision may include:

- Emotional wellbeing support
- Reintegration programmes
- Personalised timetables
- Alternative provision packages
- Attendance support
- Mentoring and intervention programmes
- Placement is agreed following assessment of need and reviewed regularly to ensure positive outcomes.

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 and Assistant SENDCOS. 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.

The effectiveness of SEND provision is monitored through:

- Progress and attainment data
- Attendance and behaviour analysis
- Pupil voice
- Parent feedback
- Evaluation of interventions
- Annual review outcomes
- Governor monitoring activities

Participation of Children and Young People

Glossopdale School recognises the importance of ensuring that children and young people are fully involved in decisions about their education. Pupil views will be sought through review meetings, one-page profiles, annual reviews, surveys and individual discussions. Their aspirations, strengths and preferences will be central to planning support and reviewing outcomes.

Preparing for Adulthood

From Year 9 onwards, annual reviews for pupils with EHCPs will include consideration of:

Employment and careers
Independent living
Community participation
Good health and wellbeing

Transition planning will support pupils to make successful moves into further education, training, employment or adulthood.

SEND and Mental Health

The school recognises the close relationship between mental health and SEND. Where concerns arise regarding emotional wellbeing or mental health, appropriate support may be provided through pastoral systems, Thrive provision, external services and referral routes including CAMHS where appropriate.

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 SEND team attend the Year 5 and 6 Annual Reviews where possible and plan transition for individual pupils as required. Discussions take place with Year 6 teachers in the schools, with the Educational Psychologists, with the Local Inclusion Support Advisory Teachers 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 CATS, STAR reader 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.

Whole School Provision Mapping

The school uses a Whole School Provision Map to identify the graduated support available for pupils across the four broad areas of need. This map details:

- Universal provision available to all pupils
- Targeted support available through SEND Support
- Specialist provision accessed through external agencies

The provision map is reviewed annually and used to evaluate effectiveness and value for money.

'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 pupil's 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)

Parental Requests for Assessment

Parents/carers who have concerns regarding their child's progress or development should initially contact the SENDCo.

Concerns will be considered through the Assess-Plan-Do-Review cycle and appropriate evidence gathered.

Where needs appear significant and long-term, parents/carers may discuss with the SENDCo whether an Education, Health and Care Needs Assessment should be requested from the Local Authority.

Parents/carers also have the right to request an EHC Needs Assessment directly from the Local Authority.

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.

Intervention at Glossopdale:

- First response: high quality teaching targeted at the area of difficulty.
- Wave 2 intervention: extra support beyond the usual classroom offer.
- Wave 3 Intervention: higher needs external intervention

Record Keeping

At this initial stage it is the class teacher's responsibility to meet the pupil's needs through adaptive practice and responsive teaching.

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 Curriculum Leaders 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 SEMH 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.

Additional Needs Intervention: Action

The parent or SENDCO submits a request for statutory assessment to the LA for an EHC Needs Assessment and this is discussed at their panel. 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.

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 in section F using the extra funding specified by the plan. Access to other services, such as health, social care or behaviour support, may also be linked to the EHC Plan.

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.

Record keeping

The needs of pupils with 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 the pupil are invited to the meeting i.e. parents / carers, the Educational Psychologist, the Pediatrician, the LA SEND Officer, any supporting Advisory teachers 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.

STAFFING AND PARTNERSHIPS WITH BODIES BEYOND THE SCHOOL

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 and personal professional development. 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 as a method of sharing good practice. Student Spotlight briefings are a regular offer where staff are given key information about individual students to ensure the correct support is in place for them. Both teaching and support staff participate in this.

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 Inclusion Support Advisory services from the LA. This includes a team consisting of of Lead Officers(Inclusion Support Advisory teachers and Inclusion response Advisory Teachers), Specialist Principle Teachers (Teacher of the Deaf, Visually Impaired Teachers, Physically Impaired Teachers and the Engagement Team.

Strong links also exist with Tameside and Glossop Health Services:

- Pediatrician
- School Nurse
- Physiotherapist
- Occupational Therapist
- Speech and Language Therapist
- Orthoptist
- CAMHS

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.

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. 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.

Parents/carers

Parents/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 SEND 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:-

Other documents which supplement this policy

- Accessibility Plan
- SEND Register
- School Improvement Plan
- Child Protection Policy & Procedures
- Supporting pupils with medical conditions
- School Behaviour Policy
- Admissions Policy
- SEND Information Report: The school's SEND Information Report is published on the school website and updated annually. It provides detailed information regarding identification, provision, staffing, accessibility, external agencies and parental engagement.
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Appendix

Responsible Persons

The 'responsible person' for Special Educational Needs is the Headteacher: Ms Kate Smith

The link Governor: Mrs Heidi Page

The line manager on the SLT is the Deputy Headteacher: Inclusion – Curriculum & Outcomes, Mrs Caroline Jesson.

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 and Ms Shelly Davenport (job share). The SENDCo will hold, or be working towards, the National Award for SEN Coordination in accordance with statutory requirements.

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

- Hearing-Impaired – Louise Eaton
- Inclusion Support -(LA) - Kristy Todd
- Visually Impaired- Anna Wolstenholme
- Physically Impaired – Rachel Wessels
- Moving and Handling Adviser – Rachel Hibbert
- School Nurse - Anna Wilson
- Occupational Therapist – various
- Speech and Language Therapist – various