



Ellesmere Park  
High School  
*Enriching Lives, Inspiring Ambitions*

# SEND Policy & Information Report

2024-2025

Date of approval:	October 2024
Approved by:	LAB
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Consilium  
Academies

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## 1. Aims

### Mission Statement

Ellesmere Park High School is a vibrant, inclusive and proud school community that promotes equitable opportunity and a caring and nurturing environment for all.

We will ensure our practice works collaboratively with children, staff, and parents/carers to ensure the best possible outcomes are achieved.

We will operate with integrity in everything we do.

### Vision

We will strive to ensure that children with additional needs are fully included within the wider school community. We believe that every teacher is a teacher of SEND, which places an ethos of inclusion at the heart of our school. We believe that our SEND provision is aligned fully to the range of needs amongst our children and is responsive to the developing needs within the community, which is vital to enabling all children to benefit from high-quality teaching and curriculum.

We will aim to provide a safe and nurturing environment for all children to develop skills and relationships that will allow them to feel happy and supported in school. We understand the need to identify the barriers to learning for children, the impact of unmet need on children's ability to access learning and thereby the importance of providing a comprehensive range of evidence-based interventions to ensure reasonable adjustments are made for all children.

We will strive to develop independence, social inclusion, and positive self-esteem. We are committed to ensuring all children are supported to achieve their potential both academically, as well as socially and emotionally.

### Values

Being 'The Best We Can Be'

Being Truly Equitable

Built on Kindness

Challenging our Communities for the Better

An Integral Part of The Consilium Trust

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs and Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health, and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

### 3. Definitions

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made for other children or young people of the same age by mainstream schools.

### 4. Roles and responsibilities

#### 4.1 The SENDCO

The SENDCO is Katherine Barton. They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure students and their parents/carers are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEN up to date

#### 4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

### 4.3 The headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

### 4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

## 5. SEND information report

### 5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition (ASC), Asperger's Syndrome, speech and language difficulties and social communication difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia, dyscalculia and moderate/severe/profound and multiple learning difficulties.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), and other mental health issues.
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, sensory processing difficulties, epilepsy

### 5.2 Identifying students with SEND and assessing their needs

We will assess each children's current skills and levels of attainment on entry in Year 7, which will build on previous settings and Key Stages, where appropriate. Standardised assessments, such as the Cognitive Ability Tests (CATS) and New Group Reading Test (NGRT) will be used to baseline children, which will identify their areas of strengths and areas of needs.

Class teachers will make regular assessments of progress for all children's and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers □ Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a child is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Teachers will be asked to provide evidence that will support a better understanding of the child's needs, providing valuable information over two cycles of **assess, plan, do, review** within the classroom environment. This information will then be collated and used to establish whether external services are required and if they are a timely referral will be sent, in collaboration with the child and parents/carers.

Each teacher will be given information to support their knowledge of SEND needs within the classroom and strategies to support children through high quality teaching and learning.

### 5.3 Consulting and involving students and parents

We will have an early discussion with the child and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the child's areas of strength and difficulty
- We consider the parents'/carers concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- It is important that we capture the voice of the child throughout.

Notes of these early discussions will be added to the child's record and given to their parents/carers. We will formally notify parents/carers when it is decided that a child will receive SEND support.

### 5.4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the child's needs. This will draw on:

- The teacher's assessment and experience of the child
- Their previous progress and attainment and behaviour, using Class Charts.  
Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The child's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the child will be made aware of their needs, which will be shared with staff through individual pupil passports and learning plans that will show the outcomes sought, the support provided, and any teaching strategies or approaches that are required to ensure individual success in relation to their ability.

We will regularly review the effectiveness of the support and interventions and their impact on the child's progress. s with Education Health Care Plans will have an Annual Review every year to ensure that outcomes identified in the statutory paperwork are being met, where necessary Local Authority SEND caseworkers will be invited to attend.

### 5.5 Supporting students moving between phases and preparing for adulthood

The SENDCO will visit Year 5 and 6 children with Education Health Care Plans and those who are on the SEND register within their current setting. This is to ensure that all aspects of the transition are in place for a smooth transition.

Links will be made with the Learning Support Team and other external agencies, who may have worked with children previously to ensure information is shared with professionals and parents/carers. This information will be shared with relevant staff in school. Children will be at the heart of any changes that may impact on their transition to high school or School Visitors Policy 2024/25

to college.

We will share information with the school, college, or other settings children are moving to. We will agree with parents/carers and children which information will be shared as part of this.

We will endeavour to establish clear and collaborative links with post 16 providers to ensure young people have a smooth transition, depending on their post 16 options. Year 11 young people have access to a Careers Advisor within school.

The SENDCO will work closely with Careers and Year 11 Head of Year to ensure information is shared and appropriate transition planning is in place. Year 11 young people who have an EHCP will have the opportunity to meet with colleges and Local Authority SEND case workers during their Year 11 Annual Review meeting to establish links and ensure their independence and life skill development is met.

### 5.6 Our approach to teaching students with SEN

Teachers are responsible and accountable for the progress and development of all the children in their class. High quality teaching is our first step in responding to children who have SEND. This will be differentiated/scaffolded for individual children.

Regular CPD (Continuing Professional Development) to develop SEND knowledge and understanding of teaching strategies will be a priority.

We will also provide evidence-based interventions.

### 5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all children's needs are met:

- Adapting our resources (differentiating/scaffolding), staffing and our curriculum to ensure all children can access it.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.
- Classroom environments are supportive for children.

### 5.8 Additional support for learning

We have 8 teaching assistants who are trained to deliver interventions. Teaching assistants will support children when this has been stipulated in their Education Health Care Plan to support the outcomes identified.

Teaching assistants will support children in small groups when children have been identified as requiring specific interventions.

We work with the following agencies to provide support for children with SEND:

- Learning Support Service
- CAMHS
- Educational Psychology Service
- Alternative Education Providers e.g., City Wall
- SIASS
- Social Care
- Early Help Advisers
- Counselling e.g., IREACH and 42<sup>nd</sup> Street.

- Speech and Language Therapists
- Occupational Therapists
- Barnardo's
- Youth Service
- Salford Attendance Officers
- Salford SEND Leads
- Salford Deaf Education Team
- Salford Visual Impairment Team

### 5.9 Expertise and training of staff

Our SENDCO has been a qualified SENDCO since 2017 and has worked as a SENDCO previously in another Manchester based Secondary school, as well as qualifying as a teacher in 2014.

Assistant SENDCO is a qualified assessor for Exam Access Arrangements (Postgraduate Award of Proficiency in Access Arrangements PAPAA) January 2017 and receives annual mandatory specialist training. The Assistant SENDCO also qualified as a SENDCO in 2021.

Both the SENDCO and Assistant SENDCO attend regular termly meetings to ensure they are up to date on the latest government guidelines and specific training regarding special educational needs and disabilities. This is then disseminated to staff in school.

We have a team of teaching assistants, including higher level teaching assistants (HLTA) who are trained to deliver SEND provision across the whole-school.

We will work collaboratively with the Learning Support Service and other external agencies to ensure TAs (Teaching Assistants) and teaching staff have access to up to date SEND training from specialist teachers and practitioners working within Salford and surrounding areas.

### 5.10 Securing equipment and facilities

Assessing need for extra equipment and facilities for SEND provision will be determined through specific recommendations made through discussions with specialist teachers, annual reviews, and specific reviews.

Should a particular need and solution to this need be identified, the SENDCO will access the SEND budget and liaise with the Operations Manager to source the necessary equipment.

### 5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using student questionnaires and collating student voice.
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for students with EHC plans

### 5.12 Enabling students with SEND to engage in activities available to those in the school who do not have SEND

All our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.



All students are encouraged to go on our residential trip(s).

All students are encouraged to take part in sports day/school plays/special workshops, etc.

No student is ever excluded from taking part in these activities because of their SEN or disability. This is detailed in our Accessibility Policy.

### 5.13 Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEND are encouraged to be part of the school activities.
- Students with SEND are also encouraged to be part of school clubs to promote teamwork/building friendships etc.
- Students are encouraged to access online mental health support from KOOTH.
- We are a part of the Thrive in Education pathway, if needed students will have access to IREACH mental health advisers and 42<sup>nd</sup> Street counselling service.
- Staff are trained in Mental Health First Aid.
- Peer mentoring

We have a zero-tolerance approach to bullying.

### 5.14 Working with other agencies

**We work closely with Salford Local Authority, Salford Learning Support Service, Children's Social Services, Early Help Hubs, Children and Adolescents Mental Health (CAMHS), 42<sup>nd</sup> Street and Educational Psychology Service.**

### 5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCO in the first instance. They will then be referred to the school's complaints policy.

The parents of students with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### 5.16 Contact details of support services for parents of students with SEND

**Salford City Council offer comprehensive support for parents and carers of students.**

<https://www.salford.gov.uk/children-and-families/local-offer-for-children-and-young-people-with-sen-or-disabilities/>

### 5.17 Contact details for raising concerns

**Form Tutors and/or Heads of Year**

**Katherine Barton (Assistant Head- SEND)**

[Katherine.horne@consilium-at.com](mailto:Katherine.horne@consilium-at.com)

**Amanda Johnson (Assistant SENDCO)**

[Amanda.johnson@consilium-at.com](mailto:Amanda.johnson@consilium-at.com)

<https://directory.salford.gov.uk/kb5/salford/directory/localoffer.page?localofferchannel=0>

<https://www.salford.gov.uk/children-and-families/local-offer-for-children-and-young-people-with-sen-or-disabilities/>

## 6. Monitoring arrangements

This policy and information report will be reviewed by Katherine Barton **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

**7. Links with other policies and documents** This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting students with medical conditions