



SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

September 2024

Review September 2025

At Westhoughton High School we **LEARN**:

Look after each other
Enjoy our school
Aim high
Respect each other
Never stop learning

Every Child

We have a legal duty, but more importantly a moral imperative to create a culture of care for every child. This must be underpinned by the values of equality and inclusion for ALL.

To achieve this, we need to create a culture where:

1. Every child is known, with their needs understood
2. Every child learns with staff who have high expectations and believe in them
3. Every child receives the right provision at the right time
4. Every child enjoys and thrives

True Inclusion is when every child thrives without exception because every child is entitled.

Headteacher: Neil Coe

Deputy Headteacher (Director of Student Wellbeing and Engagement): Caroline Unsworth

Assistant Headteacher (Inclusion & Diversity and Mental Health): Jane Torrance

Associate Assistant Headteacher and Special Educational Needs Coordinator (SENCo): Jen Paradine

Chair of Governors: Joanne Murphy

SEND Governor: Michael Inman

This policy should be read with the 2014 Pupil and Families Act, the Special Educational Needs and Disability Code of Practice 0 to 25 years, and the 2022 SEND (Special Educational Needs and Disability) Review: Right Support, Right Place, Right Time. This policy should also be read with the policies below and the SEN (Special Educational Needs) information report.

- Equality Information
- Anti-Bullying Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Pupil Premium Strategy Statement
- Teaching and Learning Policy

Purpose of the Policy:

The current National picture of SEND provision is bleak. Children with SEND perform significantly worse than their peers without SEND:

‘Children and young people with SEN have consistently worse outcomes than their peers across every measure. They have poorer attendance, make up over 80% of children and young people in state place-funded alternative provision and just 22% reach the expected standard in reading, writing and maths. In a 2017 study, special educational needs were more common in children with a mental health disorder (35.6%) than in those without a disorder (6.1%). Young people with SEN often have fewer opportunities in later life: by age 27 they are less likely than their peers to be in sustained employment and are at greater risk of exposure to several harms, including becoming a victim of crime’

(Government published SEND Review: Right Support, Right Place, Right Time p.10).

Poor SEND provision has manifested in multiple ways:

- Segregation of children with SEND through Modified Curriculum (where children with SEND are set into classes predominantly populated by children with SEND).
- An overreliance on withdrawal from lessons for interventions with poor accountability measures and well-intentioned, yet inadequate, rationale.
- Misguided understanding of what effective teaching looks like for learners with SEND.
- Dilution of the Curriculum for our learners with SEND who, in the past, have been excluded from the full range of subjects.
- Poor guidance, training, and rationale for LSAs (Learning Support Assistants) and their use.

We know that children with SEND often face the biggest barriers to learning. Every child has the right to the highest quality input from the school to ensure their success. This SEND Policy is designed to outline our vision for learners with SEND; how they are supported to participate fully in school life through deliberate botheredness and deliberate action of all staff; how the school's systems and procedures support our SEND learners through high expectations; how we work collaboratively with parents, carers and with external agencies. However, there is an awareness that vision is nothing without implementation, it is hallucination.

Our vision at Westhoughton High School (WHS) is for every child to thrive without exception.

- WHS staff have high expectations of all learners without exception and create a culture of care, a way of working, and a climate that is truly inclusive.
- At WHS we recognise that children with SEND are often those with the biggest barriers to learning, and need the highest quality input from great teachers who know them as individuals.
- At WHS we do not see SEND as different or difficult to deal with.
- At WHS we believe that learning without labels supports true inclusion, any child can need support at any time.
- At WHS inclusion is a whole-school culture. We believe that all staff need to adopt shared ownership and take deliberate action to support the children with the biggest barriers to learning. It is not the job of the Every Child Hub.

We aim:

- To establish shared ownership towards all children and their individual needs.
- To make explicit the role of teaching staff in meeting the needs of all learners with SEND and the support given by the Every Child Hub.
- To outline how we build a holistic understanding of our learners and their needs and share this information in the most effective way possible.
- To outline how we ensure that every child, including those with SEND, has access to an ambitious curriculum delivered through high quality teaching and provision.
- To outline how we ensure that children's needs are identified early using the Code of Practice (CoP) Framework.
- To explain the use of intervention and extraction from learning time to meet need whilst not narrowing the curriculum.
- To outline the deployment of LSA's to support learners and teachers.
- To explain the collaborative approach between education, parents/carers, children, health, and social care services to ensure everyone's voice is heard.

For this policy, a child is defined as having SEND if they:

- Have a significantly greater difficulty in learning than most others of the same age.

- Have a disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream school. *(Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities).*

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1. Roles and Responsibilities

The Governing Committee will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the school.
- Ensuring the school meets its statutory duties in relation to supporting learners with SEND.
- Ensuring that there is a qualified teacher designated as SENCo for the school.

The Headteacher is responsible for ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive educational experience for every child, including those with SEND. The Headteacher will:

- Ensure the school fulfils its statutory duties regarding the SEND code of practice.
- Ensure the school holds ambitious expectations for all learners with SEND.
- Establish and sustain a culture of care and pedagogy that allows children with SEND to access the curriculum and learn effectively.
- Ensure the school works in partnership with parents, carers, and professionals, to identify additional needs, providing support and adaptation where appropriate.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against children with SEND.
- Ensure the SENCO has sufficient time and resources to carry out their role.

The Associate Assistant Headteacher (SENCO) will:

- Demand ambitious standards, expectations, and aspirations for every child, particularly those with SEND.
- Collaborate with the Governing Body and Headteacher, as part of the SLT (Senior Leadership Team), to determine the strategic development of the SEND policy and provision in the school.
- Work with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.

- Adopt an evidence-informed approach to lead colleagues to continually improve the school's ability to identify, assess and meet the needs of learners requiring additional help and guidance.
- Have day-to-day responsibility for the operation of SEND policy.
- Co-ordinate specific provision made to support individual learners with SEND.
- Liaise with the relevant designated teacher for CLA with SEND.
- Lead the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet every child's needs effectively.
- Liaise with the parents/carers of learners with SEND.
- Liaise with other schools, educational psychologists, health, and social care professionals.
- Be a key point of contact for outside agencies, especially the LA and LA support services.
- Liaise with potential future providers of education to ensure that learners and their parents/carers are informed about their options, and a smooth transition is planned alongside Connexions.
- Ensure that the school keeps the records of all learners with SEND up to date, in line with the school's Data Protection Policy (GDPR).
- Provide professional guidance to colleagues, and work closely with staff, parents/carers, and other agencies.
- Be familiar with the Bolton Local Offer provision and work with professionals providing a supporting role to children or their families.

[Link to Bolton's Local Offer](#)

2. Areas of need and learning without labels:

Every child with SEND is the responsibility of every teacher. We encourage learning without labels. We acknowledge the labels of SEND are often not very helpful. They homogenise need and often detract from a true understanding of a child as an individual. This, in turn, can often draw attention to difference and encourage misguided efforts on the part of teaching staff to 'differentiate' or apply vague practices based on their understanding of 'need' rather than the child and simply adapting teaching to best fit. It is important to note that SEND is not always a fixed label. Children change and their needs vary. SEND is not a fixed or permanent characteristic; it is a recognition that a child has additional learning needs. Research shows that by the end of Year 11, 44% of learners had been classified as having SEND at some point in their schooling but only around 15% of learners are considered to have SEND at any one time.

Strategies on Synergy offer a holistic understanding of the learner created in collaboration with appropriate staff, the individual and often their parents/carers. This is a live resource and staff are encouraged to add effective strategies to share best practice across the school for every child.

3. The Role of Classroom Teachers in Supporting SEND Learners

"Ensure all pupils have access to high quality teaching., good teaching for pupils with SEND is good teaching for all."

(EEF, Special Educational Needs in Mainstream Schools)

Our fundamental principles:

- **Entitlements not favours:** reasonable adjustments should not be seen as a burden, an onerous task for teachers it is our children's entitlement. Children who cannot access the curriculum without special support need to be our absolute priority. If we have a learner who cannot access a textbook or follow standard instructions due to learning difficulties, we must provide them every lesson and ensure they know what to do. We do not expect them to be any more grateful than any other learner, it is our job to make learning accessible for all.

- **Assistants assist, teachers teach:** Teachers must talk and teach directly to our learners with SEND as much as anyone else even if they are supported by another adult. LSA's are not there to do all the direct communication, they are meant to provide additional support and not replace the expert in the room. Traditionally LSA's work with the child that has the EHCP and a small group at SEND Support, meaning the most vulnerable learners work with adults who are not teachers.
- **High expectations are the best form of inclusion:** This means having the same high expectations for learners with SEND as for everyone else to the greatest extent possible. When SEND children underachieve it is often **not** because the expectations are too high for them to meet; it is usually because teachers' or the school's expectations are too low. This applies to behaviour and effort as much as it does to academic learning.
- **See the child, not their SEND label:** SEND learners tend not to conform neatly to the definitions or respond to the strategies for their label. They often have overlapping needs and need tailored support that is particular to them. Often a reverse Pygmalion effect is in force where children carrying a SEND label have been held back by institutional glass ceilings or teacher driven low expectations. Labels are usually overly broad and not accurate to individual's needs, dyslexia for example does not tell you much on its own, it is an umbrella term. There are also learners who do not have a label, who have low cognitive function without an identified learning difficulty, and we need to pitch lessons to enable them rather than inhibit them.
- **Behaviour needs often have social origins but need educational solutions:** Often learners' home and school experience are miles apart in terms of how we set and enforce everyday boundaries; with SEND learners it is even more important to be consistent. Negative learning experiences of those at home will influence our children and we have little hope of transforming their home learning situation so we must do what we can control: what we teach, how we teach, our relationships and provision and whatever additional provision we can offer to support learning beyond the classroom. Good teaching for children with SEND is good teaching for every child.

“Searching for a ‘magic bullet’ can distract teachers from the powerful strategies they often already possess”

(SEN in Mainstream Schools- EEF)

There is no “magic bullet” for teaching learners with SEND; ‘Differentiation’ is over complicated, not supported by evidence, and can hinder learning and progress. It is a vague concept, increases teacher workload, and can give a sense of difference and low expectations. Instead, we should adopt ‘familiar, but powerful, high quality teaching strategies to support all learners in the classroom’ (EEF, 2020) with high expectations for all. Every child works towards the same curriculum goals. Teachers adapt delivery, not the content, to ensure every child can access learning. This may be achieved through adaptations around pacing (speeding up and slowing down the delivery of content), repetition of content, ensuring responsive delivery using frequent formative assessment (*Show Me*), chunking, scaffolding effectively, and using technology.

Teachers at WHS are responsible for:

- Planning the delivery of the curriculum with the view to supporting the children with the greatest barriers to learning from the outset.
- Setting high expectations for every child, allowing them to access the full curriculum. Every child should receive an ambitious curriculum.
- Planning and reviewing support for learners with SEND on a graduated basis, working with parents/carers, the SENCO, and the children themselves.
- Being aware of the needs and support provided to any learners with SEND they are working with, making effective use of the information provided via Synergy.
- Working to form meaningful and productive relationships with every child.
- Working with any additional support staff assigned to their class. Please see ‘Working with LSAs’ for more information.

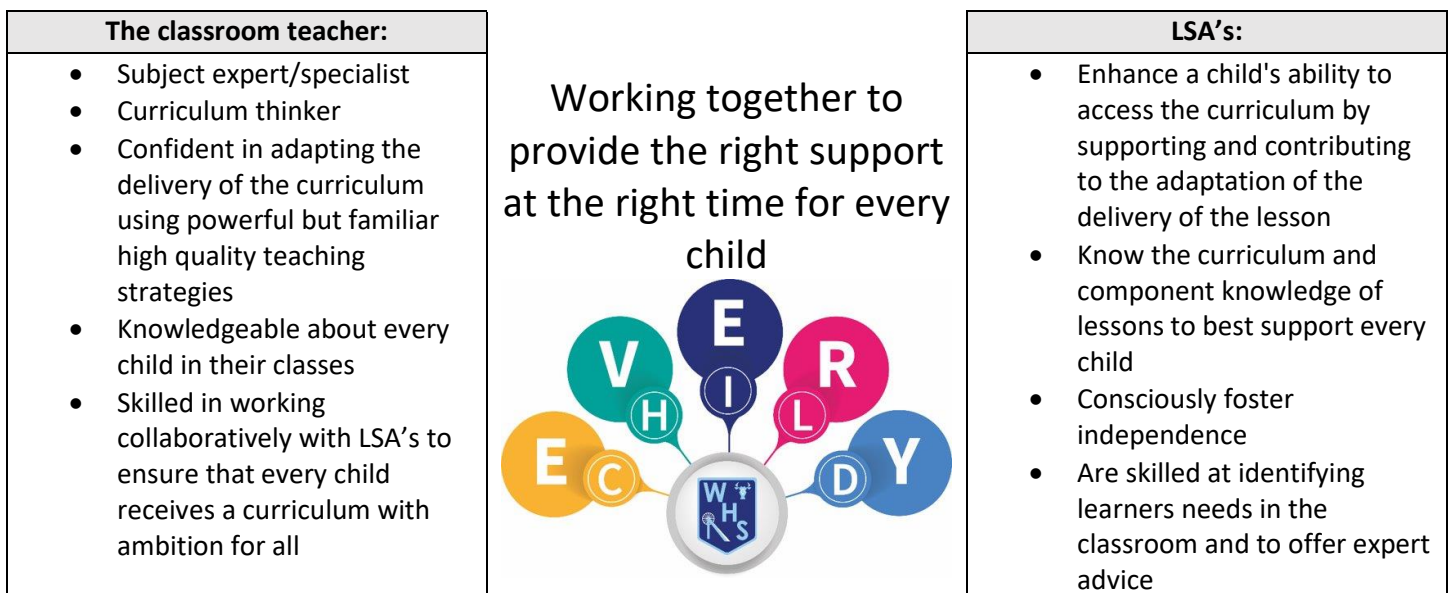
Using the EEF’s recommendation of ‘Five-a-day’ all departments in school have made a commitment to identifying and embedding day to day teaching practice to raise attainment among children with additional needs, as well as their classmates.

- Explicit instruction (*clear and explicit explanation followed by multiple examples grounded both in the abstract and real world*)
- Cognitive and metacognitive strategies (*graphic organisers, 'think alouds' and Dual Coding for example, using the Frayer Model to visually organise the explicit teaching of vocabulary*)
- Scaffolding (*for example, providing carefully constructed writing frames to scaffold writing*)
- Flexible grouping (*create groups temporarily, based on current level of mastery, for example, a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.*)
- Using technology (*for example, visualisers to model*)

[Link to the EEF Five-a-day guidance](#)

4. The Role of in-class support: Working with LSAs

Research suggests that poor deployment of LSAs can hinder the progress of learners with SEND. Too many schools rely on LSA (Learning Support Assistants) support to mask a provision gap in the curriculum delivery, and over time, this can lead to learnt helplessness amongst learners with SEND. Learners should be prompted for independence, **not** prompt dependent. It is essential that this vulnerable cohort have the highest quality input from subject specialists. Relying on LSA's to deliver curricular to learners with SEND in lieu of this goes completely against our vision of every child thrives without exception and does nothing to promote equality.



LSA's are a vital resource in supporting our learners with SEND and can provide a bridge between adaptive teaching and every child, enhance the learning of those with SEND (and learners in general) and can offer invaluable advice to teaching staff in their own area of expertise - the learners that they support and their needs.

An LSA will be assigned to a class if:

- This support is specified on a child's Education, Health, and Care Plan
- There is a legitimate rationale for assigning an LSA to the class (for example, they will enhance the delivery of the curriculum for learners with SEND)

An LSA's role in the classroom is not to:

- Be solely responsible for managing the behaviour of children in a lesson
- Provide support for behaviour by removing children from the classroom in lieu of the school's behaviour policy
- Foster dependency by remaining with one child for entire lessons (unless otherwise stipulated on their EHCP)

LSAs provide support in the classroom by:

- Working with the classroom teacher to enhance the learning and progress of learners with SEND
- Working with the classroom teacher to offer expertise on how to support learners with SEND
- Working with the classroom teacher to implement specific plans in place for learners with SEND

- Liaising with classroom teachers and implementing the advice given on Synergy
- Keeping teachers up to date with information regarding learners with SEND in their class
- Being knowledgeable about the content being delivered in each lesson to fully support learners with SEND

Leaders of Learning (LoL's) are responsible for:

- Providing curriculum documentation to ensure that all LSAs know the curriculum and component knowledge of each lesson, including long and medium-term plans and Knowledge Organisers

Teachers (in working with LSAs) are responsible for:

- Sharing granular lesson resources as appropriate
- Liaising frequently with LSAs who support their lessons: regular “check ins”
- Developing a professional dialogue with the LSAs that support their classes around how best to support learning
- To maintain a positive working relationship

To support this, teachers are expected to provide the LSA supporting the learners with the answers to the following questions.

- What is the component knowledge?
- Key/new vocabulary
- The outcome of the lesson

[Link to the EEF's 'Making Best Use of Teaching Assistant's' guidance report](#)

5. SEND Referral Process

Learner Concern Forms are to be used when a teacher or other member of staff has a concern about a child which is related to their learning needs in the classroom. These are easily accessible to all and can be found on the desktop of every computer in school. The Learner referral process is graduated in its approach. In the first instance staff will discuss their concerns with their LoL. This is a teaching and learning discussion where colleagues draw on their expertise as classroom practitioners to determine to what extent the classroom teacher can support the child further in their learning. This may include observations, peer observations, observing the child in other lessons, discussions around High Quality Teaching (HQT) strategies or departmental interventions. After an initial discussion, good practice would be to collaborate on a strategic teaching and learning plan. Once implemented, close monitoring of how the strategy impacts the child's learning is important - this will form evidence to help modify or tailor the strategy further or become pivotal in improving the child's learning across the curriculum.

- 1) Discuss with LoL the needs of the child.
- 2) HQT strategy (half term to evidence impact)
- 3) If the strategies put in place have made no impact on the child's learning, staff complete the learner referral form
- 4) Forms are triaged by the Inclusion team and next steps agreed, actioned, and relayed back to the member of staff
- 5) Decision made by SENDCO about whether child needs to be placed on the SEND register (see below ‘SEN Support’)
- 6) Parents informed and a meeting takes place discussing the child and how the school can support them further
- 7) Strategies and information put on the child’s Synergy Profile under the SEND tab
- 8) Possible further intervention at SEN Support

Where a child is identified as having SEND, we will remove learning barriers and put effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined, and revised with a growing understanding of the child’s needs and of what supports the child in making good progress and securing good outcomes. This is known as the graduated approach.

Assess

In identifying a child as needing SEND support the class teacher the SENDCo and SEND Support Lead will carry out a clear analysis of the child's needs. We will consider the views and experience of parents/carers, the child's own views and, if relevant, advice from external support services. We are also able to conduct a variety of in-house diagnostic assessments to identify specific learning needs and provide teachers with recommendations of support strategies. This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need. In some cases, outside professionals from health or social care may already be involved with the child. These professionals liaise with school to help inform the assessments, interventions, and support strategies.

Plan

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required via Synergy. The support and intervention provided should be selected to meet the outcomes identified for the child.

Do

The subject teachers remain responsible for working with the child daily. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the progress of the child. (Refer to "Rationalising Intervention"). They should work closely with any LSAs, or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo will support the class or subject teacher in further assessing the child's strengths and areas of need, in problem solving and advising on effective support implementation.

Review

The effectiveness of the support and interventions and their impact on the child's progress will be reviewed and evaluated in line with the agreed date (half termly). The impact and quality of the support and interventions should be evaluated, and the views of the child and their parents/carers sought. This should feed back into the analysis of the child's needs. We will consider a range of information to review the effectiveness of our provision, and this will be conducted by the SENDCo and SEND Support Lead for the child. Parents/carers will have clear information about the impact of the support and interventions provided enabling them to be involved in planning next steps. Other agencies may be involved at this stage. Where a child continues to make less than expected progress, despite interventions, we would consider involving specialists from outside agencies. The parents/carers of the child would always be involved in any decision to involve specialists.

These may include:

- Specialist teachers (Woodbridge Outreach)
- Educational Psychologist
- Child and Adolescent Mental Health Services (CAMHS)
- Speech and Language Therapists
- School Counsellor
- Local Authority Consultants
- Bolton Behaviour Service
- Bolton Sensory Support Service
- Occupational Therapist

Learners' views are considered for the duration of intervention/support, and they attend all review meetings including transition planning meetings. Parents/carers are informed of the procedures involved with identification of SEND through the school's SEND Information Report. They are encouraged to attend all review meetings, progress evenings and to contact the Every Child Hub Team informally to discuss their child at any time.

SSLs/SPLs/SLT at WHS are responsible for:

- Forwarding **ALL** documentation from outside agencies/specialists/professionals to JTR within 2 days of being received.

6. Education and Health and Care Plan (EHCP)

Refer to the 2015 Code of Practice for greater detail on EHC plans (Chapter 6, p.103)

An Education and Health and Care Plan (EHCP) is a legal document and outlines the nature of a child's need/s and outlines the provision needed. When SEND support is not effective enough to support the need/s and for the child to make expected progress, the school or parent/carers will consider requesting an Education, Health, and Care assessment. The local authority will expect to see evidence of the action taken by the school as part of SEN Support through the Assess, Plan, Do, Review process for at least two terms and evidence of a £6,000 expenditure in addition to their Age Weighted Pupil Unit (AWPU) - this money is given by the government via the Local Authority and pays for the basic costs for every child in the school regardless of any SEN (£4,000). The LA must assess education, health and care needs and prepare an Education, Health, and Care (EHC) plan when it may be necessary for additional special educational provision to be made. This provision is in addition to the universal offer of high-quality teaching and equitable support given to every child attending our school. The statutory process of obtaining an EHCP in Bolton takes 20 weeks (about 4 and a half months). **If granted** by the LA, the EHCP will outline support needed and is targeted to ensure that the best quality provision is received. The child's progress is formally reviewed at least annually, however termly assessment reporting also takes place. Evaluation of the support provided for the child will take place by the SENDCo and SEND Support Lead. Every child with an EHCP is involved in their annual review and are supported in producing and presenting an overview of the past academic year including their wishes and aspirations. All agencies involved with the child are invited to help them facilitate their ideas. Children are asked to share at the meeting their own thoughts and ideas for the future. An Independent Careers Advisor (Connexions) will be asked to be involved with children from Year 9 onwards. All staff have the responsibility to ensure that the provision set out in the EHCP is met within the classroom. **These documents are available for staff to read.** To support teachers, they are given three specific targets to monitor via the learners Referral, Plan and Review (RPR) tab on Synergy. When preparing for reviews teaching staff will be asked to give feedback on progress towards these targets via a Microsoft Form. This will inform target setting for the next academic year.

The governors have a role to ensure that school has procedures to ensure that:

- All staff are aware of children's Special Educational Needs Disability (SEND)
- Provision specified in the EHCP/Statement is met;
- Learner progress is monitored and reviewed;
- There is good home/school contact;
- The child has full curriculum access.

The additional resources for a child with an EHCP are provided by the LA and delivered in school using the delegated budget. Under the current arrangements the SENCo allocates resources in line with the EHCP and according to the needs of the individual child. School is accountable for the budget through provision mapping and the annual review process.

7. Rationalising Intervention

"Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less."

(2015 Code of Practice)

Rationale for intervention:

In some specific cases, children with SEND may be faced with barriers to their learning that transcend what can be provided for in a classroom setting. This may be 'intervention' such as physical therapy, which is stated on an EHCP, or this may be a learners' phonics knowledge which is too underdeveloped to ensure progress within a Secondary classroom setting.

Intervention is appropriate if:

- It results in the increased ability of a learners access the curriculum
- The results are measurable
- It is delivered by experts
- It is time sensitive and has clear goals within a designated timeframe
- It is well-planned to ensure that time removed from the mainstream curriculum is not detrimental to the overall progress of the learner

Questions for the SENCo to consider when allocating a specific intervention to a child:

- Does this intervention increase the ability of the child to access the mainstream curriculum?
- Can I measure, quantifiably or qualitatively, the increased ability of the pupil to access the curriculum?
- Can I rationalise this intervention considering the time spent away from the curriculum?
- What outcomes am I looking for from the intervention and how will I measure this?

Reviewing the Impact of Intervention:

The individual administering the intervention is responsible for ensuring that the progress and outcomes for the children are thoroughly documented and shared with the SENDCo. Due to the nature of certain interventions currently on offer through the Every Child Hub this documentation of impact may be qualitative or quantitative. The SENDCo is responsible for the ongoing evaluation of the impact of intervention. This will be in consultation with her Line Manager considering our vision for 'True Inclusion' Termly.

8. Challenging Behaviour and SEND

Guiding Principles:

- At WHS, we have high expectations for every child
- Every child should follow the behaviour policy and consequences applied equitably to all
- It is everyone's responsibility to support every child to meet our high expectations
- Learners with SEND often have the most acute barriers to learning. We acknowledge that sometimes poor behaviour is a symptom of wider un-met needs and when addressing this we look at our own provision
- Just because a child has been labelled as SEND, does not necessarily mean they will display poor behaviour

We want every child to be able to meet our high expectations as a school. Teachers may want to consider the following when applying the WHS Behaviour Policy equitably to all children:

- Are literacy needs creating a barrier for learning and reduced engagement?
- Has learning been supported and scaffolded so the child can succeed?
- Are reasonable adjustments to the learning environment or the routines of the day in place; for example, consistent routines, reduction in visual stimuli, seating arrangements?
- Have positive communications about the child's learning been communicated with the parents or carers?
- Does the child have a supportive relationship with a member of staff?

Monitoring and documenting behaviour (both positive and negative) is important for every child. Detailed notes can help the wider pastoral team ensure that support is triangulated for learners. It is the duty of all staff to ensure that all behavioural incidents are reported through the correct channels on Synergy. This information is particularly vital in supporting our learners with SEND as it can inform provision and help the Every Child Hub Team to be proactive rather than reactive. The SENDCo meets regularly with the SSL's and SPL's to advise and offer expert support where necessary via the Strategic Year Team Meetings (every 3 weeks).

9. Developing a Culture of True Inclusion

- As a school community, we recognise school as a microcosm of wider society – but we are the educators
- Through shared language and behaviours, we model adult interactions with all learners that are not reductive or ableist – we educate tolerance and understanding
- We actively challenge all discriminatory language, have clear and coherent sanctions in place to deal with incidents – we educate learners on the Protected Characteristics
- We adopt consistent language and rationale for our vision of 'True Inclusion' which is shared with all staff and learners – we model this

10. Links with Primary Schools and Further Education

- Links have been developed with all feeder schools and members of the Every Child Hub will visit specific primaries where they observe and meet children, gather information and collate this to add to Learner Profiles.
- The SENCo or SEND Support Lead will attend the final EHCP review of those in receipt of additional provision from the LA, at Primary School, to offer guidance and support on transition as well as gather vital information to ensure a smooth start at WHS.

- All children who transition with an EHCP are invited to enhanced transition during the final half term of Primary School.
- Identified children attend an enhanced transition package delivered by Woodbridge Outreach, during the final half term.
- Identified children are invited to our Summer School before starting Secondary School in September as part of our Transition Package for children who may find transitioning difficult.
- We have developed close links with colleges of Further Education and sixth forms where learners may attend Post 16 courses. Relationships with relevant course tutors will be developed with the Every Child Hub Team regarding 14-16 programmes and Post 16 provision.

11. Evaluation by the Governing Body

The governors are informed regularly of the work of the Every Child Hub Team and the implementation of this policy through the CSI Governing Body. Governors play a major part in school self-review and establish mechanisms to ensure that they are fully informed about the school, including the systems for, and the outcomes of, in-school monitoring and evaluation.

In relation to SEND, the governing body and appointed SEND Governor should make sure that:

- They are fully involved in developing and monitoring the school's SEND policy;
- All governors, especially any SEND Governor, are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed (The SENCo meets with the SEND Governor every term)
- SEND provision is an integral part of the School Improvement Plan (SIP)
- The quality of SEND provision is continually monitored and enhanced to meet the needs of every child

12. Quality Assurance of SEND Provision In the spirit of 'True Inclusion'

SEND provision will be a focus in all whole-school QA processes from the outset not as a bolt-on. Both qualitative (learner voice, book looks, staff voice etc.) and quantitative (attendance, exclusion and behaviour data, academic data etc.) will be used to continuously monitor and evaluate our work and used to ensure that we continuously refine our provision to meet the needs of every child. Parents/carers can be directed to and supported by the Bolton Information and Advisory Service for SEND. (8: QA plan, summer 2/Sept. INSET)

[Link to the Bolton Information and Advisory Service](#)

13. Complaints procedure

Any complaints regarding support provided by the Every Child Hub Team should be made using the standard complaints procedure.

14. References and Useful Reading

Aubin, Gary *The Lone SENDCO: Questions and Answers for the Busy SENDCO*, Woodbridge, UK, John Catt Educational, 2022.

Peer, Lindsay & Gavin Reed *Special Educational Needs: A Guide for Inclusive Practice*, London, UK, Sage Publishing, 2021.

Wespieser, Karen (Ed) *Special Educational Needs: An Evidence Informed Guide for Teachers*, Woodbridge, UK, John Catt Educational, 2021.

Reference Documents Available Online:

[The SEND Code of Practice \(CoP\)](#)

[The Big Ask - The Big Answer \(childrenscommissioner.gov.uk\)](#)

[SEND Review - right support, right place, right time](#)

[Special Needs Jungle](#)