



Stockport School

SEN/D Policy

School Ethos

Stockport School is an inclusive learning community and will take all practical steps to ensure its environment, facilities, curriculum and working practices are accessible to all students, staff and visitors. It will do this, to the best of its ability, through both ensuring physical access and by actively modelling non-discriminatory and inclusive working practices for all, ensuring that disabled students, staff and visitors feel equal and important participants in the school's work.

Inclusion is the process by which we enable students who choose Stockport School to access all areas of school life by providing support for a range of needs. All students, regardless of circumstance, will have access to the entire breadth of curriculum and teaching which is appropriate to their needs and abilities. This will include physical access, within the constraints of the building, technical features to support, for example, visual and hearing impairment, and the provision of appropriate, safe, respectful and suitably supported environments for all activities – e.g., teaching and learning, social, dining, sport and exercise, changing and personal hygiene. Our provision for special educational needs is at the heart of what we do.

SEN provision is an integral part of the School Development Plan and forms part of a coherent provision which will ensure that the needs of all students at this school are identified, assessed, supported and monitored. The Headteacher, Governors and SENCo will work closely to ensure that every student has the opportunity to develop their potential to its maximum. Under the direction of the SENCo, all staff, including specialist SEN staff will work co-operatively together to ensure that every student's needs are fully met.

Stockport School will have regard to all relevant local and national policies and codes of practice to ensure our provision is fully in line with best current practice. We refer in particular to:

- SEN/D Code of Practice 2015.
- Education Act 2011
- The Equality Act 2010

This policy should be read in conjunction with:

- The SEN/D Information Report
- The Accessibly Strategy
- The Access Arrangements Policy

Key Principles

This policy is based on the following principles:

- For SEN/D to be a thread that runs through all areas of school life and all aspects of learning and teaching.
- For all students to be valued equally, irrespective of their needs, abilities or background.
- For all students have equal access to a broad and balanced curriculum which is adapted to meet individual needs and abilities, enabling all students to experience success.
- For the school's expectations for students with Special Educational Needs & Disabilities (SEN/D) to be ambitious, in line with ambitions for all students.
- For all students to feel a sense of belonging within the school community, regardless of their needs, abilities or background.
- For the particular needs of all students to be recognised and addressed.
- For all students with SEN/D to receive high quality, targeted support in line with their needs.
- For all students to be able to access all areas of school life, ensuring opportunities for students with SEN/D to access extracurricular activities are maximised.

Key Terms

The following definitions are taken from the [SEND Code of Practice, 2015](#)

Special Educational Needs (SEN/D): A child or young person has SEN/D if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special Educational Provision: Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.

Roles and Responsibilities in the Provision of SEND

While all staff have a responsibility to enable every student to achieve their potential, certain colleagues have particular responsibilities:

The Role of the Headteacher - These responsibilities include:

- The day-to-day management of all aspects of the school including the SEN/D provision.
- Keeping the Governing Body well informed about SEN/D within the School.
- Working closely with the SENCo/SEN team.
- Informing parents/carers of the special educational needs provision that has been made for their child.
- Ensuring that the school has clear and flexible strategies for working with parents/carers and that these strategies encourage involvement in their child's education.

The Role of the Governing Body - The Governing Body's responsibilities include:

- Ensuring that provision of a high standard is made for students with special educational needs.
- Ensuring that a 'responsible person' is identified to ensure that all those involved with teaching and supporting students with special educational needs in general and EHCPs –in particular, do so effectively.
- Ensuring that students with special educational needs are fully involved in every aspect of the school.
- Having regard to the Code of Practice when carrying out these responsibilities.
- Being fully involved in developing, monitoring and subsequently reviewing SEN/D policy.
- Reporting annually to parents/carers on the School's SEN/D Policy.

The Role of the Director of SEND (SENCo) - The SENCo plays a crucial role in the School's SEN/D provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy.
- Co-ordinating the provision for students with SEN/D.
- Managing the EHCP Annual Review Process.
- Liaising with and giving advice to fellow teachers.
- Overseeing the management of the SEND support team.
- Quality assuring students' records.
- Liaising with the parents/carers.
- Making a contribution to INSET.
- Liaising with external agencies.

The Role of Teachers – Teachers' responsibilities include:

- Being aware of the school's procedures for the identification and assessment of SEN/D.
- The delivery of adaptive teaching and SEN/D provision.
- Collaborating with the SENCo to decide the action required to assist students to progress.
- Working with the SENCo to collect all available information on nominated students.

- To support the SEN Team in the development and review of Student SEN/D Support Plans and Passports for students with special educational needs as required.
- To be fully aware of targets for all relevant students and to implement and monitor the impact of strategies.
- Developing constructive relationships with parents/carers.

The Role of all staff including support staff and teaching staff – All staff's responsibilities include:

- To accurately follow all procedures that relate to the identification, monitoring and delivery of SEN/D and SEN/D provision.
- Keeping the SENCo well informed about students' presenting difficulties, provision and progress.
- An awareness of how to access information about students with special educational needs.
- An awareness of the processes by which parents/carers are informed of concern, relating to learning needs and the subsequent SEN/D provision.

The Role of Parents/carers

Stockport School firmly believes in developing a strong partnership with parents/carers as we understand that this will best support all our students with special educational needs to achieve their potential. The school recognises that parents/carers have a unique overview of their child's needs, and how best to support them, and that this gives them a key role in this partnership.

We believe that special educational provision is more effective if parents/carers are fully involved. We will draw on the expertise of parents/carers and listen carefully to their voice when making any decisions about provision for their child.

The Role of The Student

Students with SEN/D are invited to express their views on the provision they receive through regular consultations with SEN staff and through the SEN/D Review procedure.

We will encourage students to participate in their learning by enabling them to be involved in representing their views on the School Council, feeding back to staff on their learning and by being involved in the design and development of new courses.

Admission Arrangements

The school shall ensure that students with SEN/D are admitted on an equal basis with others in accordance with its admissions policy.

Where the Local Authority proposes to name the school in an Education Health Care Plan (EHCP) made in accordance with section 324 of the Education Act 1996, the school shall consent to being named, except where admitting the student would be incompatible with the provision of efficient education for other students; and where no reasonable steps may be made to secure compatibility. In deciding whether a student's inclusion would be incompatible with the efficient education of other students, the school shall have regard to the relevant guidance issued by the Secretary of State. In the event of any disagreement between the school and the Local Authority over the proposed naming of the school in an EHCP, the school may ask the Secretary of State to determine whether the school should be named. The Secretary of State's determination shall, subject only to any right of appeal which any parent or guardian of the student may have to the Special Educational Needs and Disability Tribunal (SENDIST), be final.

If a parent or guardian of a student in respect of whom an EHCP is maintained by the local authority appeals to SENDIST, either against the naming of the school in the student's EHCP or asking the Tribunal to name the school, then the decision of the Tribunal on any such appeal shall be binding and shall, if different from that of the Secretary of State under paragraph 6 above, be substituted for the Secretary of State's decision.

Where the school has consented to be named in a student's EHCP, or the Secretary of State or SENDIST have determined that it should be named, the school shall admit the student notwithstanding any provision of this agreement.

Identification of Special Educational Needs (SEN)

Screening: On entry to Stockport School each student's attainment will be assessed, using appropriate screening and assessment tools. Results are used to inform adaptations to a student's curriculum/ programme of study, and teacher strategies.

Identification: The SEN Code of Practice sets out that all teachers are responsible for identifying students with special educational needs and, in collaboration with the SENCo, will ensure that those students requiring different or additional support are identified at an early stage.

Teachers will continually assess student progress and, where a student is struggling to make adequate progress, will refer concerns to the SENCo, through the school's SEN referral system, who will coordinate the assessment of possible SEN.

Progress is the crucial factor in determining the need for special educational provision. Adequate progress is that which:

- Narrows the attainment gap between student and peers.
- Prevents the attainment gap widening.
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers.
- Equals or improves upon the student's previous rate of progress.
- Ensures full curricular access.
- Shows an improvement in self-help and social or personal skills.
- Shows improvements in the student's behaviour.
- Is likely to lead to Further Education, training, and/or employment.

SEN Support is characterised by provisions that are different from or additional to the adaptive teaching universally available to all students. SEN Support provision are made in response to concern, supplemented by evidence, that despite receiving adapted teaching, students make little or no progress.

If the school decides, after consultation with parents/carers, that a student requires additional support to make progress, the SENCo, in collaboration with staff, will support the assessment of the student and have an input in planning future support. Subject teachers will remain responsible for planning and delivering adaptive teaching. Parents/carers will be closely informed of the action and results.

Categories of Special Education Need - The current Code of Practice does not assume that there are hard and fast categories of special educational need, but recognises that students' needs fall into four broad areas:

- Cognitive and Learning Needs
- Social, Emotional and Mental Health
- Communication and Interaction
- Sensory and/or Physical Needs

Request for statutory assessment or Education and Health Needs Assessment (EHCNA)

The school will request a Statutory Assessment from the Local Authority when, despite an individualised programme of sustained intervention within School Support, a student remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- The action followed with respect to School Support.
- The student's SEN Support Plan and Pupil Passport.
- Records and outcomes of regular reviews undertaken.
- Information on the student's health and relevant medical history.
- National Curriculum (NC) levels.
- Literacy/Numeracy attainments.
- Views of subject teachers and the pastoral support team.
- Other relevant assessments from specialists such as support teachers and educational psychologists.
- The views of parents/carers.
- Where possible, the views of the student.
- Any other involvement by professionals.

An Education, Health and Care Plan (EHCP) will normally be provided where, after a Statutory Assessment, the Local Authority considers the student requires provision beyond what the school can offer.

Universal Provision

Teaching students with special educational needs is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in students' abilities, aptitudes, and interests. Quality First Teaching provides adaptations and reasonable adjustments which ensures that all children, including those with additional needs, have access to a broad, balanced and ambitious curriculum.

It is the subject teacher's responsibility to ensure that reasonable adjustments are made and a differentiated and an adapted curriculum and learning outcomes are provided, where appropriate, to enable progress and attainment. The SENCo, in collaboration with SLT, will regularly provide additional training to staff to ensure that the needs of children are being met in the classroom.

Exam access arrangements are supported in the classroom, and internal and external examinations, to ensure that all students are given a fair chance of success. This may include a reader, scribe, rest breaks, modified exam papers, access to a word processor or extra time. Please refer to the [access arrangement policy](#) for further details.

Delivery of SEN/D provision

Where a student has been identified as having SEN/D, they will receive SEN/D provision. SEN/D provision is targeted to meet the needs of the individual student. This may include receiving interventions delivered by school staff or by external agencies. Withdrawal will be kept to a minimum with the clear intention to avoid unnecessary disruption to continuity of learning and to reintegrate the student at the first available opportunity.

The SENCo and the wider SEN team, in collaboration with parents and subject teacher, will decide the action required to help the student progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the student.
- Provision of alternative learning materials/ special equipment.
- Group support.
- Provision of additional adult time, where possible, in devising interventions and monitoring their effectiveness.
- Staff development/training to undertake more effective strategies.
- Access to Local Authority support services for advice on strategies, equipment, or staff training.
- Where appropriate, the involvement of external services.

Where a student has been granted an EHCP, this will inform the SEN provision which will be:

- Matched to the longer-term objectives set in the EHCP.
- Established through parent/carer consultation.
- Implemented in the classroom.
- Delivered by the subject teacher with appropriate additional support where specified.

Links to support services

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, students with special educational needs. When it is considered necessary, colleagues from the following support services will be involved with our students:

- bMindful Psychology
- Medical officers/School Nurse
- Physiotherapists
- Stockport Hearing and Vision Service

- CAMHS including Secondary Jigsaw
- Stockport Neurodevelopmental Team
- NHS Speech and Language Team
- Stockport Social Care Team
- Education Welfare Team

In addition, important links are in place with the following organisations:

- Other schools in Stockport and beyond
- Universities and FE Colleges
- The business community
- Other groups or organisations

Recording of SEN provision

The school will record the steps taken to meet students' individual needs. The SENCo, and the wider SEN team, will maintain the records and ensure access to them.

SEN Support Plans and Pupil Passports: Students SEN/D and SEN/D provisions will be recorded through SEN/D Support Plans and Student Passport. These documents outline students':

- Strengths and interests
- Type of need
- Teaching strategies
- Targeted Provisions
- Baseline assessment data
- Attendance
- Diagnosis/ pending assessment
- Student voice
- Access arrangements

The SEN/D Support Plan and Pupil Passport will be shared with the student and the parent/carer annually at the parent' consultation evening where SEN staff will be available to consult.

Reviewing SEN Provision

Reviews of SEN provision for students with EHCPs - EHCPs must be reviewed annually. The Headteacher/SENCo will organise these reviews and invite:

- The student's parent(s)/ carer(s).
- The student, if appropriate.
- Relevant staff.
- The SENCo.
- The EHCP Coordinator.
- Any other person the LA considers appropriate.
- Any other person the Headteacher/SENCo considers appropriate.

The aim of the review will be to:

- Assess the student's progress in relation to their targets'
- Review the provision made for the student in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills'
- Consider the appropriateness of the existing EHCP in relation to the student's performance during the year, and whether to cease, continue, or amend it and set new targets for the coming year'

With due regard for the time limits set out in the SEN Code of Practice, the Headteacher/SENCo will write a report of the annual review meeting and send it, with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP.

The school recognises that where a student with an EHCP continues to attend after compulsory education, i.e., after age 17, the LA may decide to maintain the EHCP until age 25.

Reviews of SEN/D provision for other students with SEN/D: SEN/D Provision is reviewed annually and documented through the creation of a new SEN/D Support Plan and Pupil Passport. SEN/D provision may also be reviewed on an ad hoc basis during the year if there is a significant change or concern regarding progress or the student's ability to thrive within school.

Evaluating the Success of Provision

The success of the school's SEN/D Policy and provision is evaluated through:

- Monitoring of classroom practice by the SENCo and Directors of Study.
- Analysis of student tracking data and test results -
 - for individual students
 - for cohorts
- Consideration of each student's success in meeting their targets.
- Termly monitoring of procedures and practice by the SEN Governor.
- School self-evaluation (SEF).
- The School Development Plan.
- Close liaison with the pastoral support team and curriculum areas.

In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents/Carers
- Students
- External Professionals

Continuing Professional Development (CPD)

All staff are encouraged to attend courses that help them to acquire the skills needed to work with students with special educational needs. These training and developmental needs will be clearly communicated to Senior Leaders by the SENCo and will form an essential strand of the school's CPD programme.

Adaptive teaching and SEN/D are a continuous thread in all school-based CPD. As a routine part of staff development, CPD requirements in special educational needs will be assessed. The Governing Body will undertake a similar review of training needs. Special Educational Needs support staff requirements in supporting students' needs will be considered frequently. Early Career Teachers (ECTs) and staff new to the school will be given training on the school's SEN/D policy as part of their induction. The school's CPD needs for SEN/D will be included in the School Development Plan.

Complaints Procedure

The school's complaints procedure is outlined on the school website and further details are available from the school on request. The SEN Code of Practice outlines additional measures the Local Authority must set up for preventing and resolving disagreements. These will be explained to parents/carers if required.

Review

This policy will be reviewed annually and when there are changes in the law, or in accordance with the schedule drawn up by the Headteacher and agreed by the Governing Body.

Last Revised and Modified: November 2024

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