SIR JOHN THURSBY COMMUNITY COLLEGE

Special Educational Needs Policy (SEND)

Reviewed:	September 2025
Date approved by Governors:	7th October 2025
To be reviewed:	September 2026
Person Responsible:	Deputy Headteacher / SENDCOs

AMBITION RESPECT BELONGING

www.sirjohnthursby.lancs.sch.uk

UNICEF Rights Respecting School Award

As a UNICEF Rights Respecting School we aim to teach our students that they have rights under the UN Convention on the Rights of the Child.

By putting the UN Convention on the Rights of the Child at the heart of our college's ethos and culture we seek to improve well-being and develop every student's talents and abilities to their full potential.

Safeguarding and Child Protection is integral to all we do. In all that we do we ensure every child who is a registered pupil at our school is safe and protected from harm.
This means we will always work to:

- Protect children and young people at our school from maltreatment;
- Prevent impairment of our children's and young people's health or development;
- Ensure that children and young people at our school grow up in circumstances consistent with the provision of safe and effective care;
- Undertake that role so as to enable children at our school to have the best outcomes.

Sir John Thursby Community College

Special Educational Needs Policy

in compliance with
Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65)
and
Special Educational Needs and Disability Code of Practice (2015)

Written by: Nicola Hornsby (SENDCo), NASENDCo Awarded January 2015
and
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Review Date: October 2025

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Aims and Objectives of this Policy

The aims of our Special Educational Needs (SEND) Inclusion Policy and practice at Sir John Thursby Community College are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from students, parents, and carers
- To carefully monitor provision for all Learners with additional needsto ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet student need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To "promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others". (National Curriculum, 2014).

The Head teacher and the governing body have delegated the responsibility for the ongoing implementation of this SEND Inclusion Policy to the Special Educational Needs and Disabilities Coordinator (SENDCO).

The SENDCO is responsible for reporting regularly to the head teacher and the Governor with responsibility for SEND on the ongoing effectiveness of this Policy.

The English as an Additional Language (EAL) Team have strategic responsibility for the inclusion of children who have EAL.

The Designated Teacher for Children Looked After has strategic responsibility for the inclusion of children who are adopted or in local authority care.

All staff in school have a responsibility for maximising achievement and opportunity of Learners with additional needs– specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all Learners with additional needsand a positive and sensitive attitude is always shown towards all students.

Legislative Compliance:

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) 3.65 and guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

- SEND Code of Practice (which takes account of the SEND provisions of the SEND and Disability Act 2001) 2014, updated May 2015
- Ofsted Section 5 Inspection Framework September 2023
- Ofsted SEND Review 2010 "A Statement is not enough"
- Equality Act 2010: Advice for Schools DfE Feb 2013 (Updated June 2018)
- Children and Families Act 2014
- Schools SEND and Disability Information Report Regulations (2014)

Special Educational Needs Statement

- Sir John Thursby Community College endeavours to achieve maximum inclusion of all students (including students with Special Educational Needs and Disabilities) whilst meeting their individual needs.
- Teachers provide adapted learning opportunities for all students within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- A Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Educational Need. Adapted work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.
    - Some students in our school may be underachieving but will not necessarily have a special educational need. It is the responsibility of all staff to spot this quickly and ensure that appropriate interventions are put in place to help these students catch up.
    - Other students will genuinely have special educational needs, and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that students with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these students. These will be provided, initially, through additional support funded from the devolved school's budget.

The name and contact details of the SEND co-ordinator. ***SENDCo:*** ***Nicola Hornsby & Ed Villers 07740409073 / 01282 682313*** ***Deputy Headteacher Mrs E. Black 07740409009 / 01282 682313*** ***SEND Governor Ian Carden 01282 682316***
The name and contact details of the Designated Teacher for Looked After Children ***Nikki Tregay 07740409026 or 01282 682313***

1 Special Educational Needs which are provided for in our school:

As an inclusive school we do not seek to closely define the special educational needs for which we will make provision. Historically we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed. By SEND we mean a learning difficulty or a disability that prevents, hinders or inhibits a student from accessing our facilities and resources, limits progress or opportunities and constitutes a significant difficulty. Sensory and physical impairments, specific learning difficulties such as dyslexia and dyspraxia, conditions like diabetes, epilepsy, ADHD and some complex behavioural, emotional or social difficulties, including syndromes such as Autistic Spectrum Condition and mental health disorders are among the disabilities that might be classed as SEND if they have a significant impact on the student's ability to make progress and take a full part in school life.

In admitting students with special educational needs, we would expect to have informative discussions with both the student's family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a student with special educational needs through the school's devolved SEND budget. Thereafter we are aware of the process of applying for-which provide additional funding if the student's and the school's needs make that a necessity. As a mainstream school, it would clearly be difficult for us to make provision for students whose needs and/or demands are significant, severe or profound – to the extent that it could be argued that the student would be most appropriately placed in a specialist provision. However, we do not rule this out and would make a careful assessment of the needs of each student in constructive conversation with parents / carers and other agencies.

2 Our school's approach to meeting the needs of learners with Special Educational Needs

- Our school's policies for identifying children and young people with SEND and assessing their needs
- Our school's arrangements for assessing and reviewing children and young people's progress towards outcomes.
- Our approach to teaching children and young people with SEND
- How adaptations are made to the curriculum and learning environment of children and young people with SEND
- How our school evaluates the effectiveness of its provision for children and young people with SEND.

In agreeing our staged arrangements, the school has taken into account the following statements, definitions and evidence base

SEND code of practice: 0 to 25 years - GOV.UK
Special Educational Needs in Mainstream Schools | EEF
Deployment of Teaching Assistants | EEF
SEND review: right support, right place, right time - GOV.UK

"Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils' progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment."

'Inclusion: does it matter where pupils are taught?' (Ofsted, 2006a)

"High quality teaching that is adapted and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. "

SEND Code Of Practice (2014 : Para 1.24)

This is not necessarily "more literacy" or "more maths" but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum."

"Achievement for All" (National Strategies : 2009)

Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.

Ofsted SEND Review 2010

"Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level" (p68)

SEND Code of Practice 2014

3 SEND Staged Approach

STAGE 1 High quality teaching and learning		
Identification and Assessment	**Provision**	**Monitoring and Evaluation**
Students' needs should be identified and met as early as possible through: • The analysis of data including KS2 assessment, CAT scores, "A Language in Common" assessment, reading ages, other whole-school student progress data. • National Reading Group Tests for all students are analysed and intervention opportunities created for those in need. • Classroom-based assessment and monitoring arrangements. (Cycle of plan, do, assessment and review). • Direct staff referrals. • Following up parental concerns. • Tracking individual children's progress over time. • Liaison with feeder schools on transfer. • Information from previous schools. • Information from other services. • Maintaining a provision map for all Learners with additional needsbut which clearly identifies students receiving additional SEND Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly. • Undertaking, when necessary, a more in-depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.	• All learners will have access to quality first teaching. • Some students with additional needs will have access to carefully adapted activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to students learning at different rates. These will usually be students who are underachieving and have been identified by the school as needing to make more progress but will not necessarily be students with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for students with SEND. • All Learners with additional needswill be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to: ○ Plan strategically to meet pupils' identified needs and track their provision. ○ Audit how well provision matches need ○ Recognise gaps in provision ○ Highlight repetitive or ineffective use of resources ○ Cost provision effectively ○ Demonstrate accountability for financial efficiency ○ Demonstrate to all staff how support is deployed ○ Inform parents, LEA, external agencies and Ofsted about resource deployment ○ Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.	The monitoring and evaluation of the effectiveness of our provision for Learners with additional needsis carried out in the following ways: • Classroom observation by the SENDCO • Ongoing assessment of progress made by intervention groups. • Work sampling on a termly basis. • Teacher discussion with the SENDCO. • Informal feedback from all staff. • Student interviews when setting new targets for individual passports or reviewing existing targets. • Pupil progress tracking using assessment data (whole-school processes). • Monitoring student support plans and evaluating the impact on students' progress. • Attendance records and liaison with Education Entitlement Service. • Regular discussion about pupils' progress between the SENDCO and the head teacher. • Headteacher's report to parents and governors.

• Involving an external agency where it is suspected that a special educational need is significant.		

Stage 2 Additional SEND Support		
Identification and Assessment	**Provision**	**Monitoring and Evaluation**
• Students will be offered additional SEND support when it is clear that their needs require intervention which is "additional to" or "different from" the well-adapted curriculum on offer for all students in the school i.e. they have a special educational need as defined by the SEND Code of Practice 2014. • Under-achieving students and students with EAL who do not have SEND will **not** be placed on the list of students being offered additional SEND support (but will be on the	• Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils. ○ teachers adapt teaching approaches as part of our universal offer. ○ small group intervention ○ bilingual support / access to materials in translation ○ further dadaptation of resources, ○ Visual impairment access to curriculum via equipment e.g. ipads, connect & learn computer software, enlarged print books – sometimes required or access to electronic versions of text through RNIB Bookshare, individual equipment based on advice via specialist teacher involvement, optimal lighting. ○ Physical disability access through specialist seating, adjustable height desks, accessibility plans, personal care needs met on an individual basis ○ Hearing Impairment access through microphone systems linked to hearing equipment and seating considerations to allow lip reading • In keeping with all vulnerable learners, intervention for students on the SEND list will be identified and tracked using the whole-school provision map. • Our approach to student support plans is as follows: ○ Our student support plans are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for students with special educational needs. They are seen as a working document which can be constantly refined and amended.	• Students identified as requiring SEND Support will be monitored through the whole school tracking data. • Issues of underachievement are also identified by staff and should be referred to the SENDCo via a referral form. • Students on SEND Support have a Student Support Plan. ○ They will be based on informed assessment and will include the input of outside agencies, ○ They have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly. ○ They will support teachers by clearly identifying the needs of the student in class ○ Targets will be arrived at through: ▪ Discussion, wherever possible, with parents/carers and student ▪ Discussion with another professional if required • Specialist Teachers and outside agencies (where involved with a student) will support internal monitoring and assessment by providing specialist assessment and monitoring of needs. This information will be relayed to school and available to all staff on Share Point Any amendments to

school's provision map). • Within this action, students may be identified as SEND Support or EHCP	○ Our student support will include that which is *additional to* or *different from* the adapted curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a student is having difficulty with learning – they will not simply be "more literacy" or "more maths". ○ They will be accessible to all those involved in their implementation on share point and include the voice of the child.	provision will be highlighted to staff who teach the student via an email from the SENDCo. • Teachers of emails/ Teachers of meetings to update staff of any additional support

Stage 3 Statement of Special Educational Needs or Education Health and Care Plan

Identification and Assessment	Provision	Monitoring and Evaluation
• Where a student has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need to request assessment for an Education Health and Care Plan. • It may be decided that a small number of the students on the SEND register will require support greater than is available in house and an EHCP is applied for, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the student or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a student within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEND Descriptors published as part of the Local Offer. • Our school will comply with all local arrangements and procedures when applying for an Education Health and Care Plan and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional	• Teaching Assistant support in class (TA deployed to form groups) • Students with an Education Health and Care Plan (EHCP) will have access to any arrangements for students on the SEND list (above), as deemed appropriate. • The EHCP states what provisions need to be made in order for the student to meet the outcomes set out in the EHCP. This may include, but is not limited to, adaptions to ensure fair and equal access to the curriculum, additional requirements, access to specialist provisions. • School will endeavour to meet the individual needs stated in any EHCP of a student admitted to the College. • If school could not meet the needs set out in the EHCP, this would be reason to call an early review of the EHCP and the sections in the EHCP that could not be met would be raised.	• Students with EHCPs are included in all the whole school monitoring and evaluation at stage 1, as well as those for students at stage 2 of the process. • To meet the requirements, students' Education, Health and Care Plans are reviewed annually (more frequently if required). • Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process. • Creating, monitoring and reviewing Student Support Plans for all students with EHCPs

SEND Support using our devolved budget at an earlier stage. • Where a student is in receipt of an Education Health and Care Plan, an Individual Learning Plan (ILP) will be created to summarise key information for staff and set short term targets for students to make progress towards the end of Key stage outcomes set within the EHCP		

4 Roles and Responsibilities

Headteacher

- The head teacher is responsible for monitoring and evaluating the progress of all students and for making strategic decisions which will maximise their opportunity to learn.
- The head teacher and the governing body will delegate the day-to-day implementation of this policy to the Special Educational Needs and Disabilities Coordinator (SENDCOs).
- The head teacher will be informed of the progress of all Learners with additional needsand any issues regarding the school's provision in this regard through:
    - analysis of the whole-school student progress tracking system,
    - oversight of the whole-school provision map for Learners with additional needsand student support plans,
    - regular contact with the SENDCOs and regular meetings with the DHT (Line Management of SENDCO team)
    - discussions and consultations with students and parents,

Special Educational Needs and Disabilities Coordinator

In line with the recommendations in the SEND Code of Practice 2014, the SENDCo will oversee the day-to-day operation of this policy in the following ways:

- Maintenance and analysis of whole-school provision map for learners with additional needs
- Identifying on this provision map a staged list of students with special educational needs – those in receipt of additional SEND support from the school's devolved budget and students with Education Health and Care Plans.
- Co-ordinating provision for children with special educational needs.
- Liaising with and advising teachers.
- Managing other classroom staff involved in supporting vulnerable learners.
- Overseeing the records on all children with Special Educational Needs.
- Contributing to the in-service training of staff.
- Implementing a programme of Annual Reviews for all students with an Education Health and Care Plan. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review.
- Carrying out referral procedures to the Local Authority to request an Education Health and Care Plan Assessment when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a pupil may have a special educational need which will require significant support.
- Supporting transition arrangements and transfer of information for Year 6 students on the vulnerable learners' provision map.

- Monitoring the schools' system for ensuring that Student Support Plans, where it is agreed they will be useful for a student with special educational needs, have a high profile in the classroom and with students.
- Regularly evaluating the impact and effectiveness of all additional interventions for all Learners with additional needs(including those with special educational needs).
- Liaising and consulting sensitively with parents and families of students on the SEND list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers.
- Attending area SENDCo network meetings and training as appropriate.
- Liaising with the school's SEND Governor, keeping him/her informed of current issues regarding provision for students with Special Educational Needs (nationally, locally and within school).
- Liaising closely with a range of outside agencies to support vulnerable learners.
- To continue to update skills in line with current good practice.
- Ensure that software packages (Provision Mapping) are accurate and up to date for the recording and tracking of SEND student information.

5 Assessing and Reviewing students' progress and the effectiveness of our educational provision for students with Special Educational Needs

Depending upon the stage of support as outlined above, the progress of our students will be assessed and reviewed through:

- The school's core processes for tracking the progress of all students
- Half termly evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each student)
- At least termly evaluation of whether students with Education Health and Care Plans are meeting their individual targets which have been written to address their underlying special educational need.
- Annual review of Education Health and Care Plans are prescribed in the SEND Code of Practice (September 2014).
- For any students who are unable to access school due to their health and or medical condition the school refers the Department for Education guidance; Ensuring a good education for children who cannot attend school because of health needs, Statutory Guidance for Local Authorities (January 2013) and liaises with the local authority where appropriate to provide home learning opportunities for the student in question.

6 Inclusion of Students with SEND

We are committed to ensuring that children and young people with SEND have full access to the same opportunities and activities as their peers, enabling them to participate fully in all aspects of school life

- As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school.
- Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.
- Our deployment of additional staffing and resources funded from our devolved additional needs budget through the Local Offer, ensure that all curriculum experiences are available to all students in the school (e.g., educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.
- At Sir John Thursby Community College, we are committed to delivering high-quality teaching that meets the needs of every learner. All teachers are teachers of students with Special Educational Needs and Disabilities (SEND), and we adopt a whole-school approach to inclusion. Lessons are carefully designed to ensure that all students—regardless of need—can access, engage with, and succeed in the curriculum. Our staff follow a shared model of best practice, underpinned by ongoing professional development and a culture of collaboration. Inclusion is central to our ethos and aligns with the values of our Local Authority. Achievement for All and High Quality Teaching is a golden thread through all Quality Assurance activities.

7 Supporting Students with SEND

Support for improving emotional and social development, including extra pastoral arrangements for listening to the views of children and young people with SEND and measures to prevent bullying

Sir John Thursby Community College has an Achievement Leader (Teaching Staff) and Assistant Achievement Leader for each year group. These are the first point of contact for concerns regarding a student. They will also arrange for students to leave school during the school day e.g., for hospital appointments.

Year 6 students with an identified Special Educational Need or any who would benefit from additional support and our 'nurture interention' will be identified in transition meetings with Primary Schools. They will then be monitored on transition days with support where necessary and additional visits, if required. Where transition days for the Year 6 students are not possible, the Transition coordinator and SENDCo will meet with students at their Primary school and signpost these students the Sir John Thursby Summer School.

The SEND team within school supports identified students. They have access to counsellor, a school Nurse, external agency workers, keyworkers, SEND support and equipment as well as assessment. We also have a Nurture Group within school.

If students wish to share their ideas for school, these can be put through their Form Student Cabinet representative. These will then be discussed at their meetings and information fed back through Form time.

Sir John Thursby has an Anti-Bullying Policy, and this is upheld and monitored by all staff. If a student reports an incident of bullying, it is passed to the Assistant achievement Leader who will investigate each incident and give an appropriate sanction, as set out in the policy. The school then uses Restorative Conversations to resolve issues.

8 Staff Training Relating to SEND

Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

- In accordance with Section 6 of the SEND Code of Practice 2014, our Special Educational Needs Coordinators are a qualified teachers working at our College and has statutory accreditation (NASENCo/ NPQSENDCo).

- The SENDCo will regularly attend local network meetings.

- All staff will be trained in how to best support all Learners with additional needs to maximise their achievement as part of the school's implementation priorities and annual schedule of continuous professional development. Specific training needs will be identified and met through professional review cycle.

- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market, accessing, as far as possible, services available as part of the Local Offer.

- Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the head teacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools and colleges in joint commissioning and quality assurance arrangements.

- All staffing appointments to support Learners with additional needs will be carried out in accordance with equal opportunities legislation,

employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest calibre.

9 Specialist equipment for Students with SEND

Information about how equipment and facilities to support children and young people with special educational needs will be secured.

- When specialist equipment or a high level of staffing support is required to support a student with special educational needs, our school will fund this as additional SEND support up to £6,000 per annum for each individual student. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for an Educational Health care plan. ~~High Needs Block Funding~~.

- Specialist equipment and expertise in relation to its use will be purchased / hired / commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools and colleges in joint purchasing/hire of equipment.

- All staffing appointments to support Learners with additional needswill be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

10 Partnership with Parents and Carers

- Arrangements for consulting parents of children with special educational needs and involving them in their child's education

- Arrangements for consulting young people with SEND and involving them in their education

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting children and their parents / carers,
- Giving parents and carers opportunities to play an active and valued role in their child's education,
- Making parents and carers feel welcome

- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for all students, in particular, those not making expected progress and for some students identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- Keeping parents and carers informed and giving support during assessment and any related decision-making process
- Making parents and carers aware of the SEND Information, Advice and Support Service available as part of the Local Offer.
- Providing all information in an accessible way and discussing how this information can be made to be accessible.

11 Student Voice

We recognise that all students with SEND have the right to be involved in making decisions and exercising choice. In most lessons, all students are involved in monitoring and reviewing their progress through the use of Pupil passport. We endeavour to fully involve all SEND students by encouraging them to:

- State their views about their education and learning
- Identify their own needs and learn about learning
- Share in individual target setting across the curriculum so that they know what their targets are and why they have them,
- Self-review their progress and set new targets
- (for some students with special educational needs) monitor their success at achieving the targets on their Individual Education Plan.
- Include a SEND representative on the Student Cabinet to enable the voice of SEND students to be heard in a whole school context.

12 Multi-Agency Approach

How our school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children and young people's special educational needs and supporting their families

- Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements).

- We seek to respond quickly to emerging need and work closely with other agencies including:
    - TAF team
    - CAMHS
    - ELCAS
    - Educational Psychology Service (Local Authority and Private Companies)
    - SEND Information Advice and Support (formerly Parent Partnership)
    - Lancashire SEND
    - Local NHS services
    - Young people's service
    - Multi-agency safeguarding hub

- In accordance with the SEND Code of practice 2014 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving students with special educational needs in our school. For students with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.

- Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a student are very specific (e.g. autism, visual impairment etc).

- We have a clear point of contact within the school who will coordinate the support from outside agencies for each student. Most often this will be the SENDCo or Designated Teacher for CLA, but in some cases it can be another member of staff who we have identified as a key worker.

13 Transition

Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood (effective transition)

- We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.

- We will ensure early and timely planning for transfer to a student's next phase of education and, in the year before the year in which they leave, will offer transition meetings to students in receipt of Additional SEND support and all those with Education, Health and Care Plans. Students with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.

- A transition timeline will be agreed, with specific responsibilities identified.

- Support for the student in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Students will be included in all "class transition days" to the next phase but may also be offered additional transition visits.

- Students and parents / carers will be encouraged to consider all options for the next phase of education and the school will involve our Careers staff and outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

- All Children Looked After in Key stage 4 will have personal appointments with the local authority CLA Careers Advisor.

- Parents / carers will be given a reliable named contact at the next phase provider with whom the SENDCo will liaise.

14 Admission Arrangements for Students with SEND

Arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of students with special educational needs concerning the provision made at the school.

No child will be refused admission to school on the basis of their special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision *(see Admission policy for the school, as agreed with the Local Authority)*

15 Complaints

If there are any complaints relating to the provision for children with SEND In the first instance register your complaint with the SENDCo Headteacher (Mr Renshaw). We would hope that your complaint would be resolved at this level. Parents also have the right to raise their concerns with the SEND Governor and the Chair of Governors. Parents can also contact Lancashire County Council SEND department - www.lancashire.gov.uk/childreneducation-families/special-educational-needs-and-disabilities.aspx
In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy).

16 Links with Other Services

Effective working links will also be maintained with:

SEND Information and Advice Service : Contact Number : SEND Information, Advice and Support Service (Formerly Parent Partnership)
SENDIAS Home - Lancashire SEND (lancssendias.org.uk)

Virtual School for Looked After Children : Virtual School LAC Headteacher 01772 531853

Young People's Service SEND (formerly IDSS) Young People's Service 0800 511111

(See Local Offer website link below for contact details in relation to High Needs Funding Applications and Education Health and Care Plans)

Lancashire County Council's Local Offer can be found at:
http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/about-lancashires-local-offer.aspx

This policy will be reviewed annually by the governing body