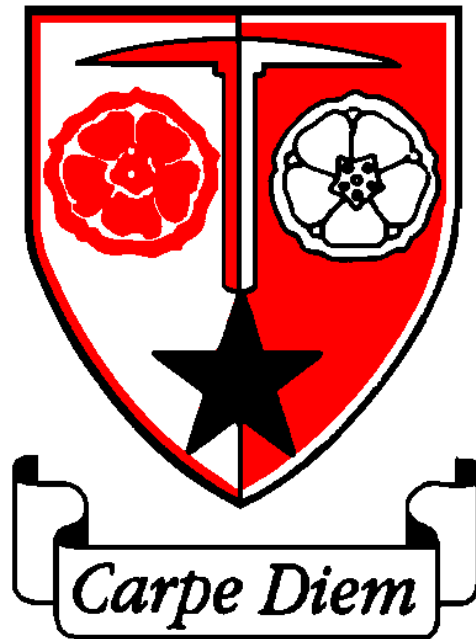


Audenshaw School



SEND Policy and Information Report

This policy is reviewed every year by the Standards Committee.

History of document

Issue No	Author/Owner	Date written	Approved by the Standards Committee	Approved by Governors	Comments
Issue 1	Elizabeth Warner	14/05/2021	11/06/2021	11/06/2021	
Issue 1.1	Elizabeth Warner	09/05/2022	13/06/2022	13/06/2022	Reviewed and updated
Issue 1.2	Nicola Kenny	14/07/2023	14/09/2023	13/09/2024	Reviewed and updated
Issue 1.3	Kim Heavey	02/12/2024	08/01/2025	08/01/2025	Reviewed and updated
Issue 1.4	Kim Heavey	12/02/2026	31/03/2026	31/03/2026	Reviewed and updated

OUR MISSION

Our school aims to provide a quality education in a caring community based on values of respect, responsibility and resilience and a relentless pursuit of excellence in all that we do.

OUR VISION

Our School will be recognised as a fully inclusive, aspirational, high achieving centre of excellence, firmly rooted in the local community.

We will create, develop and maintain a challenging and stimulating personalised learning environment where no student is overlooked or left behind and where teaching and learning is high quality, inspirational and innovative.

We will consistently have high academic standards and expectations for every individual and continue to place considerable value on sport and healthy living and developing strong links with the community.

All members of our school community will be valued and every success will be celebrated.

Our School will maintain a safe, secure and caring environment in which to work and learn.

AUDENSHAW SCHOOL SAFEGUARDING STATEMENT

This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

CONTENTS

		Page Numbers
1.	Aims	4
2.	Legislation and guidance	4
3.	Definitions	5
4.	Roles and responsibilities	5
5.	SEND Information Report	7
6.	Monitoring arrangements	12
7.	Links with other policies and documents	12

1. Aims

Audenshaw School's SEND Policy and Information Report aims to:

- Set out how our school will support and make provision for students with Special Educational Needs and Disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

Educational access and inclusion at Audenshaw School ensures equal opportunities for all students, regardless of ethnicity, attainment or background. Audenshaw School is an inclusive school and, as such, the governors and staff believe that the learning achievements, attitudes and well-being are of paramount importance.

The school aims to provide a broad and balanced curriculum in a supportive and disciplined environment. Appropriate targets are set so that all students can reach or fulfil their potential, whilst responding to the diverse learning needs of the school community.

For the Learning Support Department, access and inclusion has two elements: firstly, the identification of those students who have significant barriers to learning and participation and secondly, the subsequent allocation of support to minimise these barriers through the implementation of effective intervention strategies to ensure that all of our students access the whole secondary curriculum.

Tameside Local Authority also produces a Local Offer for parents/carers of children with Special Educational Needs or a Disability (SEND). The purpose of the Local Offer is to 'offer' information for parents/carers, in a single place, which helps them to understand what services that they and their family can expect from a range of local agencies - including their statutory entitlements; The offer makes clear what is available for their child from early years settings, schools, colleges and other services, and also including health and social care. It covers provision for children and young people from birth to 25 and includes information on education, health and social care services.

Please find more information about the Local Offer at:

<https://www.tameside.gov.uk/Tameside-Service-Information-Directory>

2. Legislation and guidance

This Policy and Information Report is based on the following statutory guidance:

- Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:
- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEN and disabilities

- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

3. Definitions

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

They have a learning difficulty or disability if they have:

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

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

4. Roles and responsibilities

4.1 The SENDCO and the Learning Support Department

Audenshaw's Learning Support Department staffing is as follows:

Ms E Warner – Assistant Principal Access & Inclusion

Ms K Heavey – Special Educational Needs Co-ordinator (SENDCO)

Ms J Curry – Assistant Special Education Needs Co-ordinator (Assistant SENDCO)

Mrs H Hargreaves – Learning Support Assistant

Mr E Waters- Learning Support Assistant

Mrs B Butler- Learning Support Assistant

4.2 The SENDCO (with support and assistance from members of the Learning Support Department) will:

- Work with the Principal and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- To assess students with marked weaknesses in literacy and numeracy at their point of entry into the school. Once identified, such students will be provided with the appropriate interventions and support to make significant academic improvements.

- To arrange and conduct Annual Review Meetings for those students with an EHCP, liaising with parents/carers, the LA and other support agencies involved in the educational welfare of these students.
- To co-ordinate the transition of students with identified special needs from primary to secondary school through liaising with primary school SENDCo and teachers, outside agencies, the Year Leader of Year 7 at Audenshaw School and members of the Senior Leadership Team.
- To consult with parents/ carers about their child's special learning needs and inform them as to how these needs are being met in school.
- To offer assistance, advice and training to other members of staff on effective strategies to improve and support the learning of children with special learning needs.
- To compile and maintain the school's Special Needs Register.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of impactful provision needed to support individual students with SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps accurate records of all students with SEND up-to-date

4.3 The SEND Governor

The SEND Governor is Mr B Miller.

They will:

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

4.4 The Principal

The Principal will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND

4.5 Classroom teachers

Each classroom teacher is responsible for:

- The progress and personal development of every student in their class
- Working closely with Learning Support Assistants or other specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND Policy and use information and strategies provided to help inform their teaching, such as personalised plans where appropriate.

5. SEND information report

5.1 The kinds of SEND that are provided for:

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

- Communication and interaction, for example, Autistic Spectrum Disorder, Asperger's Syndrome, Speech and Language Difficulties
- Cognition and Learning, for example, Dyslexia, Dyspraxia
- Social, Emotional and Mental Health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD)
- Sensory and/or Physical Needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and/ or Multiple Learning Difficulties.

5.2 Identifying students with SEND and assessing their needs:

We will assess each student's current skills and levels of attainment on entry. This will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

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

This may include progress in areas other than attainment, for example, social and emotional needs. Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether special educational provision is required, we will begin with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Access arrangements for internal assessment and external examinations will be determined through professional discussion between class teachers and the SENDCO to ensure the school complies with JCQ Regulations.

5.3 Consulting and involving students and parents/carers:

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

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents'/ carers' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are, and when these will be reviewed
- Notes of these early discussions will be added to the student's profile on Edukey and given to their parents/carers. We will formally notify parents/carers when it is decided that a student will receive additional SEND support.

5.4 Assessing and reviewing students' progress towards outcomes

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

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

- The teacher's assessment and experience of the student
- Their previous progress and attainment from other key stages
- Other teachers' assessments from previous Key Stages (including Key Stage 2) where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of students and their parents/carers
- Advice from external support services, if relevant.

Efficacy in Literacy and Numeracy:

The school tests all students in Year 7 in reading fluency, comprehension, spelling and numeracy. We use recognised standards tests such as the Vernon spelling test and NGRT reading and comprehension test.

From this data, the following levels of interventions will be arranged and put into place. Parents/carers will receive a letter explaining the provision they will be accessing during that academic year.

Interventions may include:

- Being taught in smaller groups with the aid of a Learning Support Assistant
- Withdrawal from form time to complete additional interventions such as the International Dyslexia Literacy (IDL) Programme for Literacy and online Numeracy learning platforms to further support students to improve their numeracy proficiency.

All students' progress and attainment is monitored by assessments at regular intervals at each school assessment point.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

Other Special Learning Needs

The Learning Support Department also provides support for students who do not require literacy or numeracy support, but who do have conditions which present them with significant barriers to learning and progress. Students who fall into this category include children who have hearing or visual impairment, SEMH, ADHD, Dyspraxia or who are on the Autistic spectrum. The following strategies may be used to aid learning:

- visual aids to orientation given to student – colour coded timetables, maps and equipment check sheets
- Learning Support Assistants are timetabled to attend form periods to monitor transition (and beyond if necessary)
- Select students are offered the use of the 'HUB': the school's Inclusion Room
- Students can attend an after-school Homework Club during which they will have support to check and clarify homework requirements, help prioritise homework, and help to complete tasks set by their teachers
- Students may be allowed to use one of the school laptops during lessons and for external examinations
- Students with sensory needs are invited to attend the HUB at breaks and lunchtimes. This is supervised by the school's SENDCo and Learning Support Assistants. This provides dedicated space for more vulnerable students, where they can improve their social skills and/or help them to co-operate with others.

The department recognises the need to handle these situations sensitively and consult with parents and carers as to which of these strategies would best benefit their child.

5.5 Supporting students moving between phases and preparing for adulthood

The Learning Support Department will:

- Liaise closely with staff from other schools when transferring or receiving students from different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If necessary, visit the primary school to meet with Year 6 teachers, SENDCo to ensure appropriate transition arrangements are made
- Ensure ongoing observation and assessment to provide feedback about which level of intervention is appropriate and communicate this with parents/carers
- Where appropriate, the Learning Support Department will set up an initial transition meeting with parents/carers and relevant agencies to discuss students with an EHCP

- For post 16 provision, a career adviser will provide career guidance and support prioritising SEND students. This can take the form of support for parents/carers and students with course applications, Induction Days and advice on a relevant pathway based on skills, interests and qualifications.
- The Learning Support Department will share information with the school, college, or other setting the student is moving to. We will agree with parents/carers and students which information will be shared as part of this process.

5.6 Our approach to teaching students with SEND:

Teachers are responsible and accountable for the progress and development of all students in their classes.

High quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students.

All staff have access to individual student profiles which has specific strategies to support each student. This information is available to all staff on Edukey and is reviewed and updated regularly.

We make the following adaptations to ensure all students' needs are met through:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc
- Adapting all available resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables and offering other such specialist equipment including pencils, pens, scissors, writing boards and grips
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

We also work with the following agencies to provide support for students with SEND

- Thameside Educational Psychology Service
- Thameside Sensory Support Service (Hearing Impaired Service & Visual Impairment Service)
- Youth and Family Team.
- Multi Agency Autism Team (MAAT)
- Integrated Services for children (ISCAN)
- Healthy Young Minds (HYM) and Children and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapy (SALT)
- General Practitioners
- Police
- School Counsellors and the School Nurse
- Children's Social Care – Early Help and Social Workers
- Virtual Schools

5.7 Expertise and training of staff:

Our SENDCo has an MA in Inclusive Education, the National Award in Special Educational Needs (NASENCO), and the Certificate in Psychometric Testing, Assessment and Access Arrangements. Her teaching role includes teaching Religious Studies and Functional Skills at KS4.

We have a team of 3 Learning Support Assistants (LSA's) and an Assistant SENDCO.

#5.9 Evaluating the effectiveness of SEND provision

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

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of initial interventions
- Using student questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for students with EHCP's

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

All students are included in all parts of the school curriculum.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a student to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.

A variety of after school clubs are provided during lunchtimes and after school. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this. Some students find the lunchtime period challenging. Depending upon their needs, it might not be appropriate for them to eat in the dining hall with a large number of students or spend long periods of time outside. We provide a nurture area (The Hub) to support this and passes will be issued where necessary. Each child's needs will be considered on an individual basis.

5.11 Support for improving emotional and social development:

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

- Students with SEND are encouraged to be part of the school's Leadership Teams
- Students with SEND are also encouraged to be part of the lunchtime Games Club to promote teamwork/building friendships
- We have a zero-tolerance approach to bullying

5.12 Complaints about SEND provision:

Concerns about SEND provision in our school should be made to the SENDCo in the first instance. Anyone then wishing to make a complaint will then be referred to the school's Complaints' Policy.

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

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

5.12 Contact details for raising concerns:

Ms K Heavey, SENDCo

Tel; 0161 336 2133

Email; heaveyk@audenshawschool.org.uk

5.13 The Local Authority Local Offer:

Our local authority's local offer is published here: <https://www.tameside.gov.uk/localoffer>

6. Monitoring arrangements

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

It will then be approved by the governing board.

7. Links with other policies and documents

This document also links to our policies on:

- Inclusion Policy
- Literacy Policy
- Numeracy across the curriculum Policy
- Teaching and Learning Policy
- Word Processor Policy