



Special Educational Needs and Disability (SEND) Policy

January 2024

This Policy was approved by:

The Board of Trustees: January 2024

Date for Review: January 2026

1. Aims

Our SEN policy and information report aims to:

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

2. Vision and values

SEND is not the sole responsibility of our SENCO, or any one senior leader, but of every professional in our school. Every teacher is a teacher of SEND, and every leader is a leader of SEND.

- The school is inclusive by design. SEND is a 'golden thread', not an afterthought or a bolt on.
- SEND is at the heart of school priorities.
- Decisions about our approach to SEND are made in conjunction with a range of stakeholders including parents, carers and families, teaching and non-teaching staff, students, and specialist outside agencies.
- SEND is fluid and not a permanent status for all students. There is recognition that at a certain time a child has additional learning needs that may require tailored or additional support to fully participate in everything the school has to offer.
- Students who have Special Educational Needs and Disabilities are entitled to provision that supports achievement at, and enjoyment of, school and to have full participation in the community of the school.
- High expectations are set of the holistic progress of any students who have SEND to have positive outcomes and a rich and happy experience at school.
- Sharp well-informed and well-defined approaches are used to enable effective learning opportunities and close attainment gaps to their peers.
- A dynamic assess, plan, do, review approach which continually reflects on how to change the quality of what happens in the immediate environment to best support the student's experience, taking into account the individual, the home and wider community, and time.
- The expectation should be that the needs of all students must be addressed, first and foremost, through excellent classroom teaching.

3. Legislation and guidance

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

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for students with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all students, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all students the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that students with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

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, or
- 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.

5.2 Disability

Students are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of students with SEND are grouped into 4 broad areas. Students can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the student's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Students who are on the autism spectrum often have needs that fall in this category.

AREA OF NEED	
Cognition and learning	<p>Students with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Students may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Students with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Students may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These students may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and responsibilities

6.1 The SENCO

The SENCO is Donna Waring, Assistant Headteacher Director of Inclusion.

Email: waringd@flhs.wigan.sch.uk

The SENCO will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Carry out assessments of students with SEND to identify needs and monitor progress - including observations in the classroom and meeting with teachers and parents
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support (see appendix 1)
- 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
- Develop and maintain systems for keeping student records, ensuring information is accurate and up to date
- Analyse school, local and national data and develop appropriate strategies and interventions
- Manage the Inclusion Team and work closely with the Inclusion Manager to improve student progress and attainment
- Keep up to date with national and local policies related to SEND and cascade information to colleagues.

6.2 The SEND Trustee is Myles Hughes

The SEND Trustee will:

- Help to raise awareness of SEND issues at trustee meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the Board of Trustees on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

6.3 The Headteacher

The headteacher will:

- Work with the SENCO and SEND trustee 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 and/or a disability.

6.4 Class Teachers

Each class teacher is responsible for:

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

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a student on the SEND register will always be given the opportunity to provide information and express their views about the student's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Asked to provide information about the impact of SEN support outside school and any changes in the student's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the student
- Given regular reports on the student's progress

The school will take into account the views of the parent or carer in any decisions made about the student.

6.7 The student will

Students will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the student:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The student's views will be taken into account in making decisions that affect them, whenever possible.

7. SEND information report

The school publishes SEND information on its website. The information report will be updated regularly so that information is relevant and up to date.

8. Our approach to SEND support

8.1 Identifying students with SEND and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which 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 below that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap.

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

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. 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.

A diagnosis of ADHD and Autism can only be assessed and diagnosed by a paediatrician following a referral from the GP.

A dyslexia assessment must be carried out by an Educational Psychologist or an appropriately qualified specialist dyslexia teacher. You can approach an independent educational psychologist or another suitably qualified professional directly. We would only make the referral ourselves if we could not meet the needs of the child within school.

8.2 Consulting and involving students and parents

We will have an early discussion with the student and their parents 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' concerns
- › Everyone understands the agreed outcomes sought for the child
- › Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the student's record.

8.3 The graduated approach to SEN support

Once a student has been identified as having SEN, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The student's class teacher and the SENCO will carry out a clear analysis of the student's needs. The views of the student and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the student's need. For many students, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

The teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review. Parents and students may be part of this consultation.

All staff who work with the student will be made aware of the student's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, SIMS, and will be made accessible to staff. Each child on the SEND register has an 'All about me' which is their voice about their barriers to learning, their strengths, important information that they would like to share with their teachers and how they like to be supported. Some students who need further support in the classroom may also have a Learning Plan which is created by the Inclusion Team to share with the student's teachers. This has information about their SEND, information on exam access arrangements and strategies to support this student. It will also include any specific reasonable adjustments.

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

High-quality teaching is our first step in responding to students who have SEND.

In line with the recommendations made by the Education Endowment Foundation (EEF), teachers have developed a repertoire of these strategies they can use flexibly in response to individual needs and use them as the starting point for classroom teaching for all students, including those with SEND. Please see appendix 2. Teachers also have access to the SEND handbook which has extensive strategies to support our young people on the SEND register.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The student's class or subject teacher retains overall responsibility for their progress.

They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

4. Review

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the students
- The level of progress the student has made towards their outcomes
- The views of teaching staff who work with the student

The teacher and the SENCO will revise the outcomes and support in light of the student's progress and development, and in consultation with the student. Parental contributions are welcomed.

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.

8.4 Levels of support

School-based SEN provision

Students receiving SEN provision will be placed on the school's SEND register. These students have needs that can be met by the school through the graduated approach. Where the student's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these students is funded through the school's notional SEND budget.

On the census these students will be marked with the code K.

Education, Health and Care (EHC) Plan

The vast majority of our students who have special educational needs and disabilities (SEND) will not need a referral to the EHC Pathway because their needs can be met through the provision made through our Graduated Approach to SEND. Only students requiring exceptional support and additional school funding will need a referral to the Education, Health and Care (EHC) Pathway. The EHCP process is complex as applications are externally assessed and approved. It can take a couple of months to prepare the documentation and gather the evidence for the application. An application for an EHCP will be made following an Educational Psychologist appointment. This will be put in place if we are unable to meet the needs of the child using the Graduated Approach (see Appendix 3).

The plan is a legal document that describes the needs of the student, the provision that will be put in place, and the outcomes sought.

The provision for these students will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these students will be marked with the code E.

8.5 Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this. All the child's information on SEND will be transferred across in a secure way.

8.6 Intervention

We also provide the following interventions for students:

Intervention Name	Objective
Sounds Write	Sounds-Write is a quality first phonics programme. Its purpose is to provide classroom professionals with a comprehensive system with which to teach reading, spelling and writing.
Reading Between The Lines	This is used to develop inferencing skills.
Talking partners	Is a structured, time limited (10 weeks) oral language programme and can be used as part of an integrated approach to raise levels of achievement by improving student's speaking and listening skills.
Precision Teaching	Precision Teaching is a method of planning a teaching programme to meet the needs of an individual child or young person who is experiencing difficulty with acquiring or maintaining some skills. It has an inbuilt monitoring function and is basically a means of evaluating the effectiveness of what is being taught.
Maths Intervention	Bespoke individual intervention to help close the gaps in a student's understanding in maths.
Maths Recovery	Maths Recovery is a programme which emphasizes ongoing assessment, careful observation, gauging student's current knowledge and strategies, and building on them to increase the student's knowledge, ability and self-confidence in mathematics.
Nurture Group	Nurture groups are focused on developing children with particular social, emotional, behavioural and attendance difficulties which can create barriers to learning. Nurture allows the building of relationships and development of self-esteem and confidence.
Social, emotional, mental health intervention	Self-awareness, self-management, social awareness, wellbeing, coping with anxiety, healthy relationships and responsible decision making, and resilience. This includes the BEST programme (anger / stress management, managing anxiety, organization, relaxation techniques). I:I counselling, I:I mental health support and mentoring Support for young carers
Support during unstructured times in the Inclusion Centre	A calm and quiet environment to support building relationships and friendships.
Mental Health Support Team MHST	A referral be made to develop strategies around worry management, low mood and anxiety.

8.7 Adaptations to the curriculum and learning environment

Linking with our accessibility plan, we make the following adaptations to ensure all students' needs are met:

- 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 our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

We make it a priority to ensure our disabled students can participate in the curriculum and work closely with the families to ensure personalized provision to meet the needs of the students.

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

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

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

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

No student is ever excluded from taking part in these activities because of their SEND or disability.

For further information on how we support disabled students please visit our Accessibility Plan (2018) on the school website.

8.9 Additional support for learning

At Fred Longworth High School our Teaching Assistants are known as Learning Coaches (LCs). Many children come to us from primary school where the class has been supported extensively by a Teaching Assistant. We have over 260 students on our SEND register and a small team of Learning Coaches. Part of the secondary school journey is about building independence but if your child has an EHCP they will have access to a Learning Coach in some of their lessons if support is required.

The role of the Learning Coaches is to help students develop independent learning skills and manage their own learning.

- Learning Coaches to supplement not replace the classroom teacher
- Careful deployment into subject areas
- Intensive programme of training to ensure Learning Coaches are fully prepared for their role in the classroom
- Teachers and Learning Coaches work together to maximise impact
- Used to help develop independent learning skills and manage their own learning
- Use only evidence-based interventions to support Learning Coaches in their small group and one-to-one instruction
- Learning Coaches ensure explicit connections are made between learning from everyday classroom teaching and structured interventions.

8.10 Evaluating the effectiveness of SEND provision

The Inclusion Centre team constantly evaluate the effectiveness of the provision for students with SEND, equipment and facilities to support students. We then ensure feedback is acted upon to improve provision.

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

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks, where appropriate
- Using student questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for students with EHC plans
- Gaining regular feedback from the Heads of Faculty and Heads of Year Teams.

9. Expertise and training of staff

Our staff are adept at supporting children SEND. We continually train staff on the range of approaches they can use in the classroom to support students. All staff have an extensive SEND Handbook which outlines the strategies to be used. Regardless of whether or not your child has a formal diagnosis, these strategies are rooted in good teaching and consistency. We do not need a formal diagnosis to do the right thing.

Communication across our staff also plays an important part in alerting staff to children who are presenting with difficulties. Each morning we hold a daily briefing for Heads of Year and Senior Staff to discuss children who may be struggling in school. We also hold weekly whole-staff briefings and during these staff are also alerted to children presenting with specific challenges and how teaching staff can support them. Children's learning difficulties are always recorded on our management information system. This is crucial information which staff access and utilise to plan their lessons.

Training is regularly provided to teaching and support staff. The headteacher and the SENCO continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

10. Links with external professional agencies

10.1 Agencies

We also work with external bodies including health and social care bodies, local authority support services and voluntary sector organisations to provide support for students with SEND and support for their families:

- Child and Adolescent Mental and Health Services (CAMHS)
- Mental Health Support Team (MHST)
- Speech / occupational / physiotherapists therapists- medical pediatricians
- Social Services; Child Protection Plan, Child In Need, Looked After Children and Early Help
- Family Support Team (FST)
- Inclusion Support Specialist Teachers (Autism and Specific Learning Difficulties)
- Educational Psychologist Service (EP)

- Special Educational Needs Advisory Teacher
- Targeted Education Support Service (TESS Team)
- The Engagement Centre
- Paediatrics and specialist units
- School Health Nurse - drop in clinic in school and referrals
- Young Carers - support for children who are young carers
- KOOTH - online support for emotional well being
- Young Minds – online support for emotional well being
- Wigan Family Welfare Counselling Services
- Willow Counselling Services
- Speech and Language Therapy Services
- Police
- Sensory Advice Team- Teacher of the Blind & Visually Impaired, Teacher of the Deaf & Hearing Impaired
- Wigan and Leigh Substance Misuse.

10.2 Securing equipment and facilities

If a student requires additional equipment we liaise with the professional external services involved who purchase the equipment. We then loan and insure the equipment. It is only used within the school environment.

10.3 Contact details of support services for parents of students with SEND

[Parenting Resources](#) providing advice and information to support children’s development and behaviour.

The [News and Updates](#) page has details of information and training sessions for parents, including Autism training.

[Healthier Wigan](#) website has information to support children’s health and development, including communication, toileting, sleep and behaviour.

[Embrace Parent Support Service](#)

Embrace are a local organisation providing support for parents/carers of a child with SEND. This includes:

- Coordinating services involved in your child’s care to ensure they receive the support they require
- Targeted emotional support
- Information on specific disabilities, behaviour and sensory issues
- Developing your organisation and self-advocacy skills

Follow Embrace on social media for details of sessions and activities, details are on their website.

For more information or to make a referral to the Embrace Parent Support Service, you can book an appointment online [Embrace Parent Support Service](#) or call 01942 233323.

[Wigan Family Information Directory](#) has details of local services and activities, including childcare.

[Wigan Parent Carer Forum](#) provides information for parents and carers of children with additional needs. The Forum provides a voice for parents in shaping local services. They also produce a newsletter with local and national information for families. Follow Wigan Parent Carer Forum on social media for details of sessions and activities, details are on their website.

[Join Parent Carer Forum](#)

[Wigan and Leigh Carer's Centre](#) can provide support and information for parent carers.

[Active Health \(wigan.gov.uk\)](#) has details of activities for children with SEND.

[Wigan Start Well Centres](#) provide support and activities to help parents, carers and childcare providers give children under five the best start in life.

[Sensoriel](#) in Ince offer a range of services including sensory rooms for children.

[Wigan Genetic Warriors](#) support parents of children with genetic conditions.

11. Contact Details

Mrs D. Waring SENCo – waringd@flhs.wigan.sch.uk

Mrs J. Gannon Inclusion Manager – gannonj@flhs.wigan.sch.uk

Mrs Naylor Mental Health and Wellbeing Co-Ordinator naylora@flhs.wigan.sch.uk

Mr A. Fallows Head of Year 7 – fallowsa@flhs.wigan.sch.uk

Mrs K. Regan head of Year 8 – regank@flhs.wigan.sch.uk

Mrs A. Hyslop Head of Year 9 – hyslopa@flhs.wigan.sch.uk

Mrs Turner Head of Year 10 - turnern@flhs.wigan.sch.uk

Mrs J. Brook Head of Year 11 – brookj@flhs.wigan.sch.uk

Mr J. Whalley Senior Deputy Head – whalleyj@flhs.wigan.sch.uk

12. Complaints about SEND provision

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

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

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

13. The Local Offer

Our contribution to the local offer can be found at: <https://flhs.org.uk/policies/>

Our local authority's local offer can be found here: [Wigan Local Offer](#) is Wigan Council's website with information for young people with SEND and their families.

14. Monitoring arrangements

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

It will be approved by the governing body.

15. Links with other policies and documents

This policy links to the following documents:

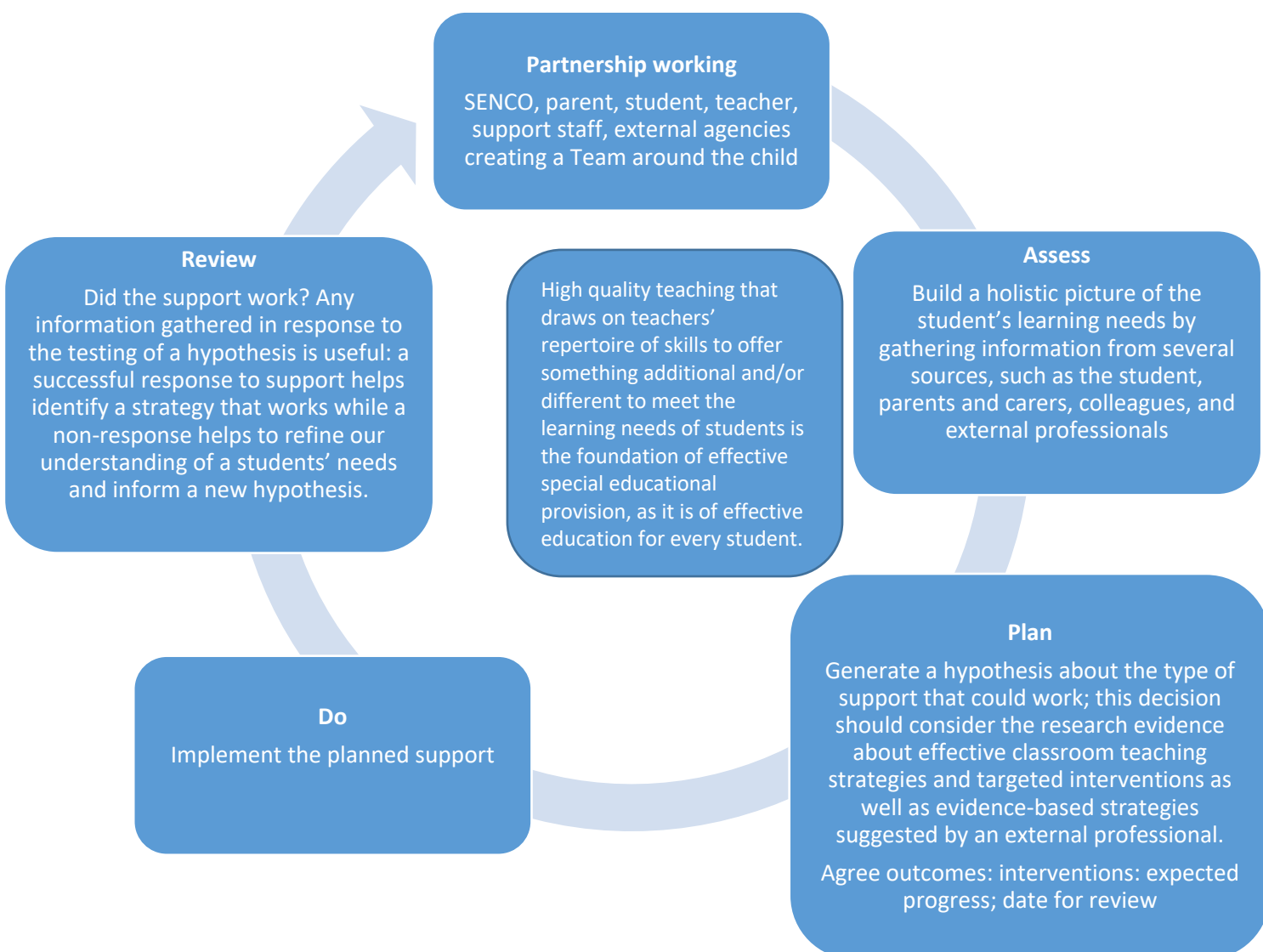
- Accessibility plan
- Behaviour policy
- Supporting students with medical conditions policy.

8. Appendices

Appendix I

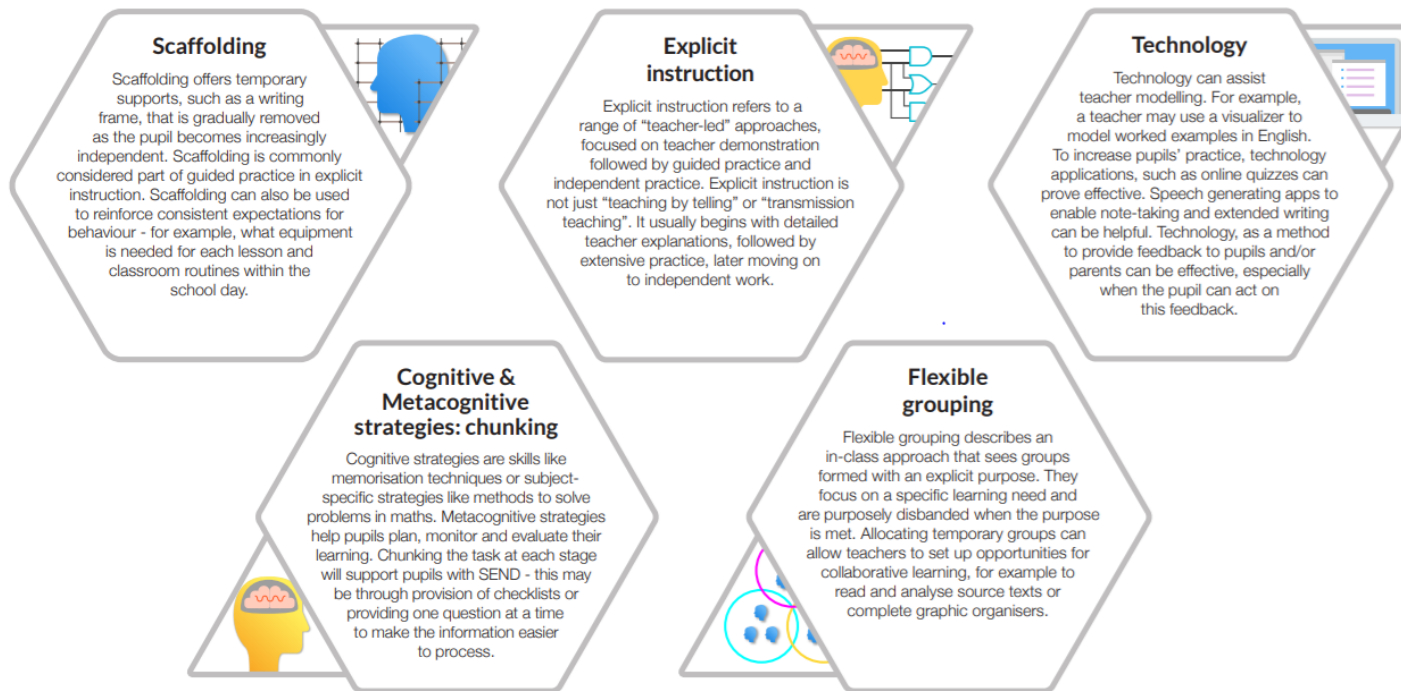
Our Graduated response

Fred Longworth High School adopts a graduated response to meeting special educational needs. The 'Every Child Matters Meeting' is the formal start of any monitoring or provision. When a student is identified as having special educational needs, the school will intervene with the Graduated approach. This cycle continues to ensure good progress.



Appendix 2

Recommendations made by the Education Endowment Foundation (EEF) that are used by classroom teachers.



Appendix 3 Graduated Approach to an EHCP

