



Special Educational Needs & Disability Policy (SEND)

The Governors and staff of Lowton Church of England High School are committed to the provision of a high quality education in a Christian context. We aim to provide a school where we can live out our ethos of Caring, Learning and Succeeding on a daily basis. At the heart of the commitment is the notion of the uniqueness and infinite worth of the individual, that every person is valuable in the eyes of God

This policy has been produced in accordance with the Equality Act 2010 and the Special Educational Needs Disability Act 2001, the SEND Code of Practice 2014 and the Children and Families Act 2014. It has been reviewed in accordance with all other school policies and related Acts.

A handwritten signature in black ink, appearing to read 'Rh. Johnston', written over a light blue rectangular background.

Signed:

Date effective from	September 2021
Date of next review	July 2023
Status	Statutory
Person responsible	Laura Cooper
Version	3.0

Lowton Church of England High School

Mrs Laura Cooper is the School's SENDCo and was appointed in September 2019

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This Policy was created by the School's SENDCO in liaison with the SEND Governor, SLT, staff, parents and students with SEND in the spirit of the new SEND reform.

This latest review of policy has taken place with the Headteacher and Mrs Cooper and has been externally reviewed by Mrs S. Allen (Head of Oakfield Special School – part of the Aspire Federation)

It complies with the statutory requirements laid out in the SEND Code of Practice 0-25 years (2014) and has been written with the reference to the following guidance and documents:

- The Equality Act 2010 and Schools, DFE 2014
- SEND Act 2001
- School's SEND Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions. April 2014
- School's Accessibility Plan
- School's Removing Barriers Checklist.
- Teachers' Standards 2012
- Children and Families Act 2014
- Wigan Local Authority requirement for provision of 'The Local Offer'

THE TEAM

Chair of Governors	Mrs R Johnston
SEND Governor	Mrs R Johnston
Safeguarding Governor	Mrs R Johnston
Headteacher	Mr K Larkin
Deputy Headteacher & Student Welfare/Designated Officer	Miss H Clare
Student Support Manager - Lead Practitioner	Miss H Moreton
Assistant SENDCo	Mrs A Roberts
Teaching Assistants	Mrs C Carter, Mrs C Chinule, Mrs K Fisher, Mrs C Harrison, Miss R Kermani, Miss E Lindsay, Mrs L Lundy, Mrs V Morgan, Mrs A Race, Mr C Smith, Mrs C Withington

External Support Agencies

TESS teacher	Mrs J Mutchell
Principal SEND Officer	Mrs L Cooper
Wigan Careers Service	Mrs S O'Hara-Moore
Educational Psychologist	Dr E Arthur
School Nurse	Mrs A Holt

The Governing Body's Principles, Aims and Objectives in Making Special Educational Needs Provision

To operate a 'whole student, whole school' approach to the management and provision of special needs

Here at Lowton we believe that every teacher is a teacher of all our young people, including those with Special Educational Needs and Disabilities. Our aim is to work with, and for, our young people and their families. We have high expectations and are committed to developing our young people academically, socially, morally, spiritually and culturally. We aim to foster a 'can do' and independent attitude that will help to equip them for school life and beyond.

We welcome the new SEND reform and whole heartedly support its child and family centred ethos, and extended provision across the age range 0-25.

The principles which have influenced our special needs provision are that:

- All students are entitled to develop self-esteem, to learn, and to be helped to progress from their present levels of skills and understanding
- The provision for students having special educational needs is the responsibility of all members of the School community
- We are committed to making the curriculum accessible to all our students through an appropriate study offer, differentiation and varied teaching styles.
- We work within the guidance provided in the SEND Code of Practice 2014 to identify and provide for students' who have special educational or additional needs and to review needs based on the Graduated approach
- We want to ensure that students' special needs are addressed as far as is possible within the fixed level of resources available, and will seek additional resources via an Educational Health Care (EHC) Plan where appropriate

How do we aim to meet special educational needs?

- By looking for special/additional needs as well as responding to them
- By having high aspirations for, and expectations of, students with SEND
- By maintaining high quality teaching and learning conditions
- By making the curriculum accessible to all students by providing differentiation
- By operating a graduated approach to SEND in accordance with the SEND Code of Practice
- By sharing concerns and deciding outcomes with students and parents
- By enabling all staff to meet their responsibilities towards students with special educational needs through advice, information, training, direction and support

The objectives which the special needs Policy will help to make possible:

- To identify students with special educational needs – students are only identified as SEND if they do not make adequate progress once they have all the interventions/adjustments possible within quality personalised first teaching
- To support students having special educational needs through a range of strategies
- To maintain a model of provision which reflects different levels of need and a graduated response
- To work in partnership with, and for, students and their families
- To allocate available resources fairly and effectively
- To maintain records to monitor and evaluate the progress of individual students and the effectiveness of special needs provision

Responsibilities for Special Educational Needs Provision:

The SENDCO will:

- Oversee the day to day operation of the School's SEND policy
- Ensure that all teaching and support staff are aware of students with SEND
- Manage baseline assessment of students on entry
- Maintain the School's SEND register and oversee the records on all students with SEND
- Ensure that a graduated approach to SEND is applied and maintained in accordance with the "Assess, Plan, Do and Review" cycle
- Oversight of Access Arrangements
- Monitor progress of SEND students as a cohort to ensure there are high expectations for SEND students with challenging outcomes
- Liaise with teachers, teaching assistants, students and their families
- To work with the Senior Pastoral Lead to ensure that all students with medical needs have appropriate support and equality of opportunity
- Work with AHT T&L to ensure high "quality first" teaching for students with SEND and provide any necessary Continuing Professional Development (CPD) to improve practice in relation to teaching young people with SEND
- Deploy resources for meeting special educational provision
- Liaise with the Local Education Authority, the Educational Psychology Service, Targeted Education Support, The Sensory Service and other support services, social services and voluntary bodies
- Oversee arrangements for plans and reviews to ensure appropriate post-16 plans are in place
- Manage the School's local offer and signpost parents/students to the LA's local offer of alternate or additional resources

Subject teachers are responsible and accountable for the progress and development of all students in their class, including those with teaching assistants and specialist staff. High quality teaching and differentiation for students is the first step in responding to students who have, or may have, SEND or additional needs. As such, teachers should:

- Refer to information provided on students for lesson planning and curriculum development – focus on outcomes for the young person
- Set aspirational and challenging targets for students with SEND or additional needs
- Differentiate activities for all students, including regular provision of any Access Arrangements
- Ensure that additional adult support is used appropriately to support SEND learners
- Monitor all students' progress – including those with SEND
- Identify students who have or may have special/additional needs in that subject and share concerns with the SEND Manager, Head of Department or SENDCO
- Comment on targets, outcomes and provision, including additional differentiation, in students' Individual Education Plans, when necessary
- Administer screening tests
- Respond to parental concerns
- Liaise with other agencies where appropriate
- Follow the Graduated Response to continue to identify barriers and seek support and guidance where necessary to help our SEND learners achieve challenging outcomes

Heads of Department will:

- Monitor the implementation of the special needs and intervention setting policy within the Department
- Ensure that all students can access the curriculum through differentiation in schemes of work and through teaching and learning styles
- Ensure that considerations of provision for students with special educational needs are taken account of within Departmental development plans, when identifying staff training needs, and also within the development of staff handbooks
- Ensure targets for students with SEND/additional needs are aspirational and provide challenge whilst being achievable and outcome focussed
- Monitor Department provision for students with SEND to ensure that resources are available to meet a range of needs
- Ensure that targets and provision, detailed in pupil passports, or equivalent plans, are met and that any necessary differentiation is provided
- Provide support to teaching staff as appropriate
- Respond to parental concerns
- Ensure that support staff are used effectively in the lessons
- Application and use of the register to provide for students with special needs in their subject area

The Headteacher will:

- Approve and evaluate whole School policy and provision, for all students with SEND
- Ensure that the funding available for meeting special educational needs is effectively deployed to give best value
- Ensure that special educational needs are given consideration within the strategic management of the School
- Ensure that comprehensive arrangements for monitoring and evaluating the full range of special educational needs provision are in place

The Governing Body will:

- Ensure that appropriate provision is made for students with special educational needs
- Ensure that teachers are aware of the importance of identifying and providing for, those students with special educational needs
- Monitor and evaluate the full range of special educational needs provision
- Report annually on the success of special educational needs provision, and ensure that a designated governor acts as link governor for special educational needs

Teaching Assistants will:

- Have high expectations of all students with SEND
- Ensure they work with students to promote access, achievement and foster independent work skills
- Work collaboratively with teachers and parents, within the school policies to promote achievement of individual targets/outcomes

Admission Arrangements:

The admission arrangements detailed in the school prospectus apply to all students for whom the Local Education Authority consider a mainstream placement to be appropriate. Students who hold EHC plans are given priority placement above siblings and geographical location. A young person with EHC from outside the Local Authority will also take priority, including mid-year admissions.

Categories of SEND set out in 2014 Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory or Physical Need

The Special Educational Needs which Lowton Church of England High School Has Experience In Providing For (our local offer):

Here at Lowton we have experience of successfully meeting the needs of SEND learners in all four categories. The individual needs of students will always be considered when deciding if the school can offer the level of provision required by a student. We have experience of addressing the needs of students experiencing a range of learning difficulties including:

- general learning difficulties/moderate learning difficulties
- specific learning difficulties including dyslexia, dyspraxia, dyscalculia, dysgraphia and scotopic sensitivity
- sensory impairment including hearing and visual impairments of varying degrees including bilateral myopia and monocular vision
- speech and language communication needs and delays
- mobility difficulties
- students with emotional, social and mental health difficulties

- as well as students with disabilities and/or complex medical needs such as Cerebral Palsy, Down's Syndrome, Asperger's and Autism condition, Tourette's Syndrome, Attention Deficit Hyperactivity Disorder (ADHD), asthma, epilepsy and diabetes

The Types of Arrangements Which Can Be Made to Address Individual Students' Needs (our local offer):

Particular arrangements for each student will vary according to their needs and the degree of difficulty that they experience. All students with special educational needs, including those covered by both the SEND/Equality Act, can be offered a range of teaching approaches, or physical/ curriculum adaptations, including differentiation. Thus to enable them to access the full curriculum and make progress. The normal range of differentiation will meet the needs of most students.

If appropriate, additional differentiation and support may be made available by the subject teacher. If further intervention is needed above and beyond that then students will have a pupil passport detailing the additional support they receive and the intended and agreed outcomes for the young person.

Withdrawal teaching and/or additional classroom support can be offered to:

As part of the Graduated Response, students with SEND who are not making sufficient progress to meet the outcomes/high expectations will be part of the Assess, Do, Plan, Review Cycle. As students progress, more specialist support/provision will be put in place to support the student. Additional support can take the form of small group provision, booster sessions, 1:1 in class support, access arrangements, ICT support or other specialist equipment. If School feels that the needs of an individual student cannot be met from School's resources, then they may, with parental support request an extended assessment. This may lead to an application for EHC plan. See Graduated Approach Cycle in Appendix.

Facilities- Site & Buildings:

The School is made up of a number of separate buildings, which are mainly two storeys. All buildings have wheelchair

access and the site itself has ramps wherever there are steps. Students with hearing impairment can be taught in carpeted rooms except in Science and the Creative Arts and Technology Departments where rooms with carpets would present a health and safety hazard.

The SEND teaching bases are situated in G Block. The Student Support Suite and G1 offer ground floor provision. Both areas include a suite of computers boasting many specialist software programmes along with the usual complement of software used in IT rooms around the School. Specialist tuition within Technology is provided within specialist rooms affording students the best opportunity within that subject area.

The Allocation of Resources To Students With Special Educational Needs:

The Local Education Authority allocate funding to School via 2 categories:

- 1) SEND Funding
- 2) Statement (soon to be EHC) Exceptional Circumstance Funding

In all cases Wigan Local Authority will only provide funding to meet students' needs when it exceeds £6,000. In such situations the Authority will fund the difference, often this is to the school direct as a third party.

The Governors' principles in allocating resources are:

- Governors will allocate all available SEND resources to address students' special educational needs
- Allocations of staffing time will be made with reference to levels of need
- No student will be allocated a level of provision which is greater than that made available to other students, who have the same special educational needs, who have no additional needs or barriers to learning
- The balance of spending on staffing and resources will vary from year to year, and will be determined by considerations of making the most cost effective and efficient provision to ensure the progress of and achievement of outcomes of SEND learners
- Students receiving Non-EHC Funding may not receive this for a full academic or financial year, as the schools' priority will change with the changing needs of its students
- The governors will ensure that the funding available for a student with an EHC will be spent on making the provision specified in that student's statement, to the full extent to which the available funding allows

The Arrangements for Identification, Assessment, Monitoring & Review of Students Special Educational Needs:

Identification of Students' SEND are as a result of:

- Transfer information from the previous School including KS2 SAT's and Teacher assessment at KS2 visits
- Previous placement on SEND register from primary school on transition for one term until learner needs are assessed within the setting
- Year 7 screening tests including CATs, Reading, Comprehension, Spelling and numeracy tests
- Subject teacher assessments/referrals or concerns
- Information supplied by the Local Education Authority and from specialist teaching
- Requested by parents due to emerging or changing needs

Assessment arrangements include:

- Standardised tests for reading, comprehension, spelling, numeracy and cognitive abilities to monitor students' basic literacy and numeracy skills
- Subject teacher assessment and skill competencies with foundation subject areas as used by the setting

- Assessment by the School TES teacher or Educational Psychologist (where appropriate in line with the graduated approach set out in the new Code of Practice (COP))

Monitoring strategies for tracking students' progress include:

- Individual student and group profiles via student tracking system including the ability to track progress against targets/outcomes set by individual teachers
- Pupil passports /Individual Behavioural Plans/PEPs/PSPs/ICPs.
- Individual File / Class work
- Monitoring of the SEND group following progress reviews/reports across subjects and year groups focus, five times per academic year, by year group
- Monitoring of individual plans as set out in students' pupil passports or actions plans

Review arrangements include:

- Whole school data collection points, reports and Parents' Evenings
- Reviews of pupil passports/Individual Behaviour Plans/ICP/PSP/PEP annually or as need arises in line with progress and graduated approach
- Annual Reviews for students with a statement of special educational needs or EHC Plan
- Transition Review for Year 11 students
- Meetings with parents generated by request from parent, student or member of staff

The following does not mean that a student/young person has SEND, however they may impact on progress and attainment:

- Disability (COP outlines 'reasonable adjustment' duty for all settings under current Disability legislation – these alone do not constitute SEND, there must be an impact on education. However, to have an EHC plan student' needs must impact on their education and attainment
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Being in receipt of Catch Up Funding

Any concerns relating to a young persons' behaviour should be described as an underlying response to another need not a SEND

Entry/Exit Criteria for Students to be added/removed from the SEND register:

- Young people added to or removed from the SEND register will be with parental/guardian awareness
- A period of monitoring will follow removal from SEND register to ensure learners do not experience any dip in relation to the outcomes they have secured

How Subject Faculties & Departments Ensure That A Student With Special Educational Needs Has The Opportunity To Access The Curriculum & Raise Their Level of Attainment:

Each Department gives consideration to this aspect of whole school provision, and will develop both subject based responses as well as such differentiation that can reasonably be made by individual tutors and teachers.

Making Use of the Information Available:

Subject teachers use information from screening tests, from the Education Authority and Educational Psychologist, (if available), individual monitoring records, class records passed on from the previous teacher, their own assessments of the student and, where applicable, ongoing Individual Plans in addition to FFT and CAT data. This information provides a basis for understanding individual students' special educational needs and for making appropriate provision. It is the background for planning lessons and schemes of work, and for setting targets/outcomes and tracking students' progress.

Differentiation:

Differentiation is the term given to the range of strategies through which teaching and learning can take place. Differentiating involves:

- Using information on the range of needs within the teaching group, identifying the key teaching point or points of the lesson and selecting teaching and/or learning styles
- Providing appropriate stimulus materials or experiences and, where this includes text, giving consideration to the readability level of the text and the appropriate adjustments
- Providing tasks which challenge the student yet are achievable, prioritising tasks for the lesson for some students and providing more structure with open ended tasks for some students
- Using a range of means to assess the students' progress
- Teaching support including demonstrating, monitoring, feedback, encouraging and correcting.
- Comprehensive and inclusive use of SEND support staff within the lesson
- Attend courses
- Alternative recording materials

Assessment - (Teacher, Peer and Self-assessment) - this is used to:

- to quantify the individual student's level of achievement
- to provide a basis for setting new learning targets to monitor achievement and underachievement
- to set new targets for teaching and learning
- to inform teachers for lesson planning
- to evaluate the effectiveness of schemes of work

Curriculum Development:

Faculties and Departments have ongoing commitments to raise student's attainments, including that of providing for students with special educational needs to access the curriculum and raise their level of achievement. Curriculum development is the process by which departments continually review and evaluate the appropriateness of their courses and schemes of work and make any necessary changes and improvements required.

How Students with Special Needs Engage in The Activities of The School Together with Students who do not have Special Educational Needs:

The Governing Body feel that all students are entitled to a broad, balanced curriculum. No student is denied access to any area of the curriculum that is safe for them. The Governors emphasise the importance of making the curriculum accessible to all students. Exemptions to areas of study will only be made in extreme circumstances considering the full needs of, and impact of, such decisions of the student.

Involving Parents of Students with Special Needs:

Responding to Parental Concerns: – (see also the section on making a complaint):

Parents should contact their child's form tutor. Concerns will be recorded, investigated and responded to within a week whenever possible. If for any reason a thorough and informed response will take longer than a week then parents will be advised of this, together with a date by which they can expect a response.

Involving Parents When a Concern Is First Raised In School Through The Screening Tests:

If a concern is raised through the screening tests parents will be contacted by the school, and advised of the support which is proposed to address the student's special need. They will also provide a date by which the student's progress will be reviewed and reported to parents. Parents' views on their child's need will be recorded and they will be sent a copy of the pupil passports /Behaviour Plan for their child.

Involving Parents When a Concern Is Raised By A Subject Teacher:

The majority of concerns noted by subject teachers are not significantly different to the needs of other students in the teaching group or year group. Such needs will be addressed through normal lesson planning and differentiation, and progress will be reported to parents through the usual system of reports and parents' evenings. Occasionally a subject teacher might feel that a learning, organisational social or emotional difficulty could best be quickly resolved by contacting parents and enlisting family support.

If a subject teacher notes that a student is not benefiting from the normal range of differentiation, or has a particular difficulty which is not likely to be resolved within the short term then the teacher will undertake intervention. The subject teacher will contact parents directly to advise them of their concerns, the arrangements proposed to address the student's special educational needs in that subject and a date by when the student's progress will be reviewed and reported to parents. This information will also be shared with the SEND department. Parent's views on their children's needs will be recorded and they will be included in their pupil passport and the outcomes for the young person if one is required. Both the young person and their family will then be involved in the review/graduated approach policies to ensure we work together and meet the young person's needs.

Involving Parents of Students with a Statement Of Special Educational Needs/EHC:

Each student with an EHC Plan will have an Annual Review or, in Year 11 a Transition review. Parents will be invited to contribute their views and to attend the review meeting.

Involving Parents when:

- The school proposes to request a referral to the Educational Psychology Service or Link Teacher
- The school requests the LEA to make a formal assessment of the student's special educational needs
- The Educational Authority decide to make a formal assessment or reassessment of the student's special educational needs

Parents' views on the above proposals will always be sought, and any written views or background information which parents contribute will be included in any assessment of the student. In respect of an Education Authority formal assessment, the Authority employs a parent partnership officer to assist parents with queries or concerns about the assessment process. If parents are unhappy with a decision by the Educational Authority not to issue an EHC, or with the details of an EHC plan, parents can meet with an officer of the Authority, or request an appeal against the Authority's decision, through the Independent Appeals Tribunal. However mediation is available as an additional step before Tribunal under the new COP 2014.

How Parents of Students with Special Educational Needs can make a Complaint concerning the provision made at The School:

Parents with any concerns should contact the School and speak with their child's form tutor or the School SENDCO in the first instance. Support for final resolution will be offered.

If parents wish to make a complaint they should send it in writing to the Headteacher: Mr K Larkin

The complaint will be investigated and parents will receive a response within two weeks. If there is to be any delay in responding to a complaint, parents will be advised of this, and of the reasons for the delay within a week. They will also be provided with a date by when it will be possible to answer the complaint.

Mediation support is also available via the LA as an alternative step to Tribunal.

Complaints in relation to SEND matters against the Authority should be directed to SENDIST.

The Arrangements for In-Service Training for Teachers and Non-Teaching Assistants In Relation To Special Educational Needs:

In order to maintain and develop the quality of teaching and provision to respond to the needs of all students, all staff are encouraged to undertake training and development.

Identification of training needs in relation to special educational needs is made with reference to:

- The Governing Body's evaluation of the success of the School's Special Needs Policy and the Development Plan
- Departmental Development Plans
- Training Needs Reviews for individual members of staff.
- Changes in legislation.
- Changes in student need within the school context.
- All CPD records are held centrally by AHT for T&L

Responses may include:

- Provision of information and/or advice
- School based in-service training
- Departmental internal in-service training
- In-service training provided by the Local Education Authority
- External Training Courses
- In-house training provided by school staff

All members of staff have access to an annual SEND training update in September and received SEND training in October each year.

Accessibility:

The Disability Discrimination Act (DDA) 2001/2006 places a duty on schools to increase accessibility over time for disabled students and those with additional needs. See the Accessibility plan for the accessibility strategies/outstanding actions covering the setting of Lowton C of E High School including access to the site, curriculum access, alternate provision, enrichment, cultural activities and visits. Mrs J Allen has responsibility for the site.

Storing & Managing Information:

Documents are stored in line with the School's policy on Information Management. Review documents and specialist reports and advice will be kept for 5 years in a secure and confidential file. This may be paper or electronic based. Confidential documents will then be disposed of by a confidential waste collection service. All SEND student records should be kept up to date by the SENDCO, Student Support Managers and SEND staff.

This policy will be reviewed annually. It was written including parental views in collaboration with Wigan LA.

Sources of Advice and Support And Services:

1. Local Education Authority Services:

The school may seek advice and support from the Educational Psychology Service, specialist teaching services and Gateway. In most cases the SENDCO, the Senior Pastoral Lead or Deputy Headteacher would make contact with the service.

Educational Psychology Service:

The Local Education Authority maintains the Educational Psychology Service and schools are allocated a specific level of support for the academic year. The Educational Psychologist can offer general advice, assessment of individual students and in-service training. The cost of this support/assessment will be accounted for in students' individual provision mapping.

The Hearing Impairment Specialist Service and the Visual Impairment Specialist Service or Sensory Impairment Service:

General advice and in-service training on meeting the needs of students with hearing or visual impairment is available. The services can also offer advice on college provision for individual students and to support requests to Examination Boards for examination concessions and adaptations. Regular monitoring visits and/or teaching by specialist teachers may be available for students who have a statement of special educational needs, which specifies this provision. Currently the school has weekly support from the Specialist Sensory Team.

Targeted Educational Team (TES):

General advice and in-service training on meeting the needs of students with SEND is available. Teaching support by a specialist teacher may be available for students who have a special educational need which specifies this provision.

2. Health Services:

Speech Therapy, Audiology, Occupational Therapy and Physiotherapy Services:

The above services may be contacted to request advice on individual students. The Head of SEND via the school Nurse will contact services, with parental permission. Although references may also be made via the young persons' GP.

Specialists:

School may, with parental permission, seek advice from Specialists who are treating a student when it is likely that a medical condition may affect the student's educational needs and provision.

Child and Adolescent Mental Health Services (CAMHS):

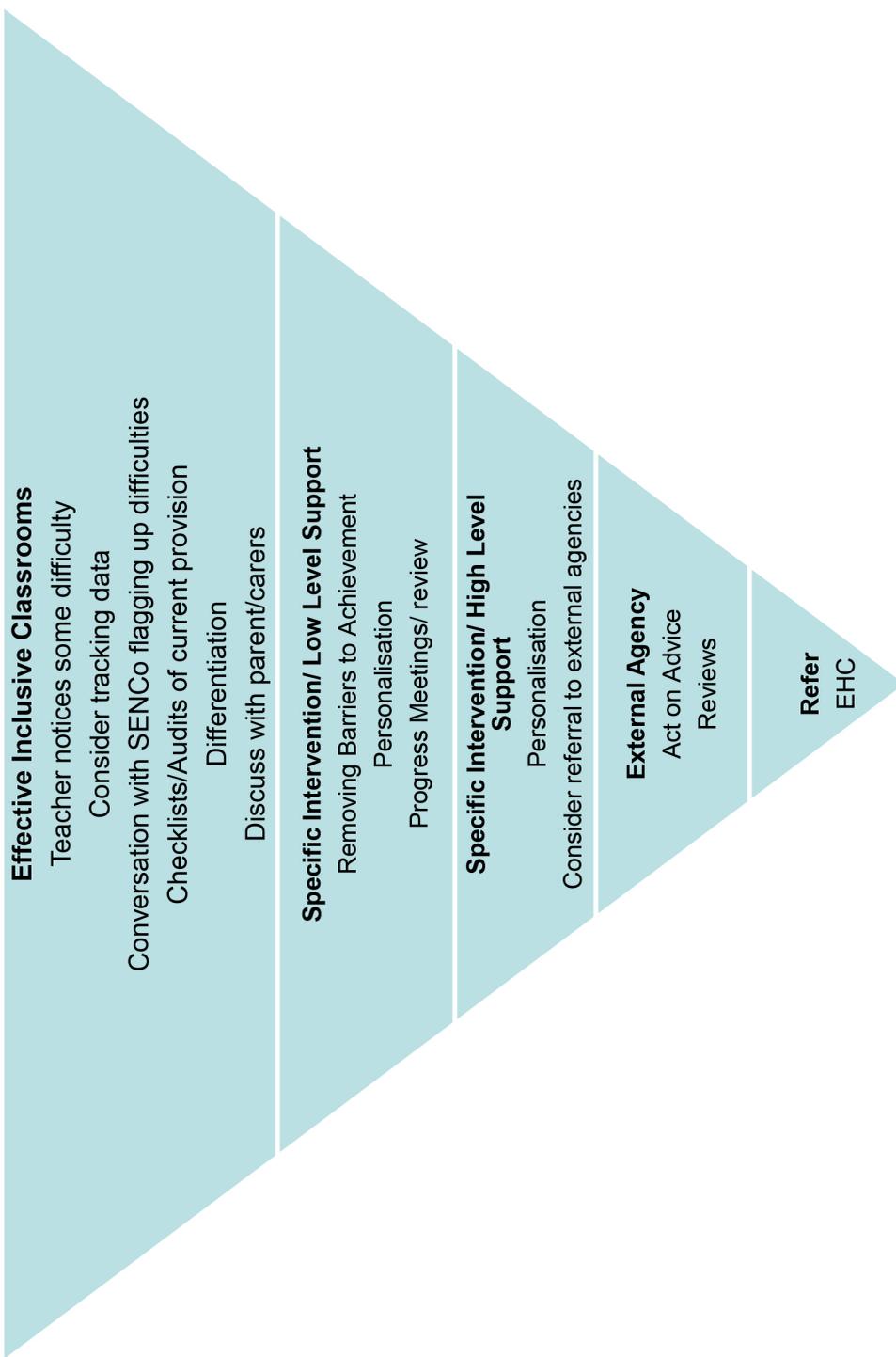
Schools can make referrals to Child and Adolescent Mental Health Services (CAMHS), with parental permission. Parents can also seek a referral to CAMHS Guidance through their GP and this is usually the quickest route. The CAMHS Team work confidentially with students and parents. They will liaise with school only when it is considered appropriate,

and in the best interests of students and their parents and with parental permission. When involved, the college will always seek to support positive outcomes for students. CAHMS will visit and work with students at home and at college as the need arises.

Links:

Lowton High has a long standing relationship with Oakfield High School which provides opportunities for students from both schools to work together to the benefit of both groups of students.

Further help, support and information on local education authorities Local Offer or information on the new EHC and the SEND referrals can be found at www.wigan.gov.uk/highexpectationsforall



Confident Place, Confident People.