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Partnership



# SEND Statutory Policy

This policy covers our commitment to special  
tional needs and disability policy and pra  
Thomas Alleyne's High School

Innovating today, educating for tomorrow.

## Document History

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# 1. Introduction

## 1.1 Aims

The aims of our Special Educational Need and Disability Policy and practice in this school are:

- To provide access to the curriculum, the environment and to printed information for all
- To reduce barriers to progress by embedding the principles of inclusion.
- To use our best endeavours to secure special educational provision for students for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum in order to better respond to the four areas of need:
  - Communication and interaction
  - Cognition and learning
  - Social, emotional and mental health
  - Sensory/physical
- To request, monitor and respond to parent/carers’ and students’ views in order to evidence high levels of satisfaction and partnership
- 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.

## 1.2 Legislation and Guidance

This policy and information report 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 pupils 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 Coordinator (SENCO) and the SEND information report.

### **1.3 Definition of Special Educational Needs**

“A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision”.

SEND Code of Practice 2014.

### **1.4 This SEND policy details how this school will deliver**

The necessary provision is made for any student who has Special Educational Needs or Disabilities (SEND).

Those needs are made known to all who are likely to teach or be in contact with them.

The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those students who have SEND. We will ensure we make provision for students with SEND join in the activities of the school together with students who do not have SEND, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the students with whom they are educated.

The school will have regard to the Code of Practice 2014 when carrying out its duties toward all students with special educational needs and ensure that parents/carers are notified of a decision by the school that SEND provision is being made for their child.

Partnership with parents/carers plays a key role in enabling children and young people, with SEND, to achieve their potential. The school recognises that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents/carers of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Young people with SEND often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

## **2. Graduated Response**

We will adopt a graduated response to meeting SEND that requires the initial use of classroom and school resources before the possibility of bringing specialist expertise to bear on the difficulties that a student is experiencing.

When a young person is identified as having an additional need, the school will intervene as described below. We will then record the strategies used to meet the needs of individual children in a Pupil Plan (PP). If a student is known to have SEND, the SENCO, Assistant SENCO, Teaching Assistant (TA) team, departmental and pastoral colleagues will:

- On admission to Year 9, use information from the Middle school to provide an appropriate curriculum for the student and focus attention on action to support the student within the classroom.
- Ensure that ongoing observation and assessment provides feedback about a student's achievements to inform future planning of the student's learning throughout their time in school.
- Involve the student in planning and agreeing targets to meet their needs.
- Involve parents/carers in developing a joint learning approach at home and in- school.
- This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

### **3. Identification, Assessment and Provision**

All students at Thomas Alleyne's High School will be provided with high quality teaching that is adapted to meet their learning needs. Those students with SEND will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum.

The quality of teaching of students at Thomas Alleyne's High School is monitored through a number of processes that include:

- Classroom observation by the Senior Leadership Team (SLT), the SENCO and external verifiers.
- Ongoing assessment of progress made by students in specific intervention groups
- Work sampling following book scrutinies.
- Student and parent/carer feedback when reviewing assessment data, progress reports and during consultation evenings.



- Whole school student progress tracking.
- Attendance and behaviour records.
- The Headteacher's reports to the governors and termly meetings with the governor for SEND.

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

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

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

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCO to have an initial discussion about whether this lack of progress may be due to a special educational need.

Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil 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.

All students have individual curriculum targets set in line with national outcomes to ensure ambition. Students' progress toward meeting these targets is then tracked using whole school tracking and assessment systems. Students who are failing to make at least expected levels of

progress are then identified and discussed in meetings that are undertaken between the Curriculum Leader and a member of the SLT.

The teaching of all students is a whole-school responsibility, requiring a whole-school response. Central to the work of every class and every subject is the continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students.

The majority of students will learn and progress within these arrangements. However, for students with SEND, there may be a need to provide an enhanced level of provision that supports and enhances their learning abilities.

## 4. Students with Additional Needs

If a student is identified as having SEND, school will provide interventions that are “additional to or different from” those provided as part of the school’s usual adapted curriculum. This intervention will be described as Additional Need.

The triggers for intervention through Additional Need could be concern, underpinned by evidence, about a student who, despite receiving adapted learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a student’s identified area of weakness shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas.
- Presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of an adapted curriculum.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. If school concludes, after consulting parents/carers, that a student may need further support to help them progress, they will consider their reasons for concern alongside any information about the student already available to the school.

The SENDCO will support the assessment of the student, assist in planning future support for the student in discussion with colleagues and monitor the action taken. The student’s subject and pastoral staff will remain responsible for working with the student and for planning and delivering an individualised programme.



In some cases, outside professionals from health or social services may already be involved with the child. In such instances it is good practice for these professionals to liaise with the school and keep them informed of their input. If these professionals have not already been working with the school, the SENDCO with the parents'/carers' permission will contact them.

The needs of pupils with SEND are grouped into 4 broad areas. Pupils 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 pupil's particular area(s) of need, at the relevant time.

## **5. English as an Additional Language (EAL)**

The identification and assessment of the special educational needs of young people whose first language is not English requires particular care. All new EAL students can be referred to the Minority Ethnic Achievement Service (MEAS) for assessment upon entry to school. The report received will then be used to inform the teaching and provision experienced by the student. Additionally, a named TA is our EAL lead and will liaise with families, assess proficiency and the delivery of support in lessons or preparations for exams.

## **6. School-Based SEN Provision**

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil'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 pupils is funded through the school's notional SEND budget. On the census these pupils will be marked with the code K.

## **7. Education, Health and Care (EHC) Plan**

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought. The provision for these pupils will be funded from the school's notional SEND budget, and from the LA (an EHC provides funded support for students).

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

## **8. Annual Review of an Education, Health and Care Plan**

All children with EHCPs will have short-term targets set for them that have been established after consultation with parents/carers, child and all relevant agencies. The targets will be set out in a PP and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the PP will be the responsibility of the identified member of staff and will be overseen by the SENDCO and keyworker TA.

All plans will be reviewed annually with the parents/carers, the student, the LA and all parties named in the plan to consider whether any amendments need to be made to the description of the student's needs or to the special educational provision specified in the plan. The annual review should focus on what the child has achieved as well as on difficulties that need to be resolved.

Annual Reviews for Year 11 and Year 13 students will be scheduled for the Autumn term to support transitions to their next provider. Year 10 and 12 have their Annual Reviews in the Spring term to support their 'Pathway to Independence' and preparation for internal exams. Year 9 Annual Reviews will be scheduled for the Summer term – this will enable as much feedback to be included and consideration to KS4 courses.

An EHCP assessment can be requested at any time from birth to 25 years of age.

## **9. Evaluation of SEND Provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Monitoring by the SENCo
- Holding annual reviews for pupils with EHC plans
- Learning Walks
- Parent/Pupil/Staff voice.
- Requesting external reviews by Whole School SEND.

## **10. Nature of Intervention**

The SENDCO and the student's subject teachers should decide on the action needed to help the student to progress in the light of their earlier assessment. This might be:

- To provide different learning materials or special equipment.
- To introduce some group or individual support.
- To devote extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness.
- To undertake staff development and training aimed at introducing more effective strategies.
- To support access to any Local Authority support services and/or other external agencies for one-off occasional advice on strategies or equipment or for staff training to make it possible.
- To provide effective intervention without the need for regular or ongoing input from external agencies.

## 11. Pupil Passports

Strategies employed to enable a student with additional needs or an EHCP to progress will be recorded within a Pupil Passport (PP). The PP will be written by the student's keyworker TA with the support of the SENCO/Assistant SENDCO and any agency advice.

The PP should include the following information:

- The contact email for the student's keyworker TA.
- The student's identified SEND and current difficulties.
- The teaching strategies to be used to support progress.
- The provision to be put in place (including any examination access arrangements).
- The resources that could be used to support progress.
- When the plan is to be reviewed.
- The most recent interventions that the student is participating in.
- The outcomes (to be recorded when the PP is reviewed) of these interventions.

PP's will only record strategies that are additional to or different from differentiated curriculum provision and will focus on a small number of individual targets to match the student's needs.

The PP will be reviewed twice per year when parents'/carers' views on their child's progress will be looked for using our bi-annual Pupil Passport review days. The student also will also contribute to the review process and be involved in setting the targets as well as the class room teaching staff.

When the school seeks the help of external support services, those services will need to see the student's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching or working with the student directly.

The resulting PP for the student will set out new strategies for supporting the student's progress with the strategies specified in the PP, implemented, at least in part, in the classroom setting. Delivery of the PP will remain the responsibility of subject teachers and teaching assistants. If the SENDCO and the external specialist consider that the information gathered about the student is insufficient, and that more detailed advice must be obtained from other outside professionals, then the consent of the student's parents/carers will be sought.

## **12. Educational Health Care Plan (EHCP)**

### **12.1 An Education, Health and Care Plan (EHCP) will**

- Include the student's name, address and date of birth.
- Include details of the student's special needs.
- Identify the special educational provision necessary to meet the student's special educational needs.
- Identify the type and name of the school where the provision is to be made.
- Identify any health and social care needs of the child.
- Include details of the child's personal budget if requested by the parent or child.

### **12.2 Request for an Education Health Care Needs Assessment**

For a few students, the help given by schools through Additional Need may not be sufficient to enable the student to make adequate progress. It may then be necessary for the school, in consultation with the parents/carers and any external agencies already involved, to consider whether to ask the Local Authority (LA) to initiate an assessment for an Education Health and Care Plan (EHCP).

Where a request for an assessment is made to the LA by the school or the parent/carer, the student will have demonstrated significant cause for concern and the school will provide written evidence to the LA detailing:

- An outline of what the school is doing to address student's difficulties from within the school's own special needs resources and the school's action through Additional Need.
- At least two cycles of reviewed PP's with Assess, Plan, Do, Review for the student and records of their outcomes.
- A report on the student's literacy skills (including reading and spelling ages where known), numeracy skills (including number age/assessment where known)
- Any recent educational and/or other assessments, for example from an advisory specialist support teacher or an educational psychologist if relevant. Any

involvement by the social services, education welfare service or any other agency where applicable.

- Views of the parents/carers and of the student.

## 13. Roles & Responsibilities

### 13.2 The Role of SENCO

The Assistant Headteacher (SENDCO) is Mr J Biggs.

The Assistant Headteacher (SENDCO) in collaboration with the Head Teacher and governing body, plays a key role in helping to determine the strategic development of the SEND policy and provision in the school to raise the achievement of students with SEND. The key responsibilities of the SENDCO may include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Liaising with and advising fellow teachers.
- Managing and leading the SEND team of the Assistant SENDCO and the Teaching Assistants (TAs)
- Coordinating provision for students with SEND.
- Overseeing the records of all students with SEND.
- Liaising with parents/carers of students with SEND.
- Contributing to the in-service training of staff
- Liaising with external agencies including the Local Authority's support and educational psychology services, Families First services, health and social services and voluntary bodies.

### 13.2 The Head Teacher

The Head Teacher is Mrs L Heywood she will:

- Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school.
- Work with the SENDCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress.
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils.
- Make sure that the SENDCO has enough time to carry out their duties.
- Have an overview of the needs of the current cohort of pupils on the SEND register.
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review.



- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- With the SENDCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

### **13.3 Governing Body**

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENDCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND.

### **13.4 The SEND Governor**

The SEND governor is Mrs Fiona Neads, she will:



- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Monitor with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.
- Meet with the SENDCO termly.

### **13.5 Class Subject Teachers**

Class subject teachers are 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 SENDCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy and recommendations/strategies as laid out in PP's and EHCPs.

### **13.6 Parents/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 pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:
- Invited to, and attend meetings to review the provision that is in place for their child.
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs.
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil.
- Given an annual report on the pupil's progress.
- The school will take into account the views of the parent or carer in any decisions made about the pupil.

### **13.7 Pupils**

Pupils 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 pupil:

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

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

## **14. Evaluation the Effectiveness of the SEND Policy**

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives.

Explain your school's approach here. Please note, the below are suggestions only. We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

This policy will be reviewed by SENDCO annually. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

## **15. Complaints about SEND Provision**

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher following this the SENDCO. If a parent still feels this has not been resolved they should contact the Headteacher.

We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Headteacher. They will be handled in line with the school's complaints policy which can be found on the school website.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

## **16. School Governance of SEND**

This policy should be read in conjunction with the following:

- Admissions Policy
- Accessibility Plan
- Attendance and Punctuality Policy
- Assessment Policy
- Curriculum Policy
- SEND Information Report
- Local Offer
- TAHS Local Offer
- Behaviour for learning Policy
- Health, Safety and Wellbeing Policy
- EAL Policy

Further information can be found on the school's website.

The Staffordshire Local Offer can be found at Staffordshire Connects:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>