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| **Completed by:** | Diane Sykes - SENCO | **Date:** October 2022 |
| **Approved by:** |  | **Date:** |
| **Last reviewed on:** | September 2022 | |
| **Next review due by:** | September 2023 | |

SEND Policy and Information Report

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# Introduction

Saddleworth School is committed to meeting the needs of all students, including those with special educational needs and/or disabilities (SEND). Our expectation is that all students with SEND will receive an education that enables them to make progress so that they:

* Achieve their best and reach their full potential
* Become confident individuals leading fulfilling and independent lives
* Make a successful transition into adulthood whether into employment, further/higher education or training

We will endeavour to ensure that all students with SEND get the support that they need to achieve these objectives – this means doing everything we can to meet the student’s special educational needs or disability.

## About this SEND Policy and Information Report

Our SEN policy and information report aims:

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

The format of this report has been developed through consultation with parents/carers and Oldham Local Authority in line with guidance from the SEN Code of Practice (2014); also from ongoing feedback from parents/carers, carers and staff at Saddleworth School. We will review and update this report regularly to reflect changes and feedback.

The date for the next annual review of this report is September 2023. If you need any further information, please contact our SENCO, Diane Sykes - [d.sykes@saddleworthschool.org](mailto:d.sykes@saddleworthschool.org)

# Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability (SEND) Code of Practice](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf) and the following legislation:

* [Part 3 of the Children and Families Act 2014](http://www.legislation.gov.uk/ukpga/2014/6/part/3), which sets out schools’ responsibilities for pupils with SEN and disabilities
* [The Special Educational Needs and Disability Regulations 2014](http://www.legislation.gov.uk/uksi/2014/1530/contents/made), which set out schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

# Definitions

A pupil has SEN if they have a learning difficulty or disability that 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.

# What kinds of Special Educational Needs provision is made at the school?

In line with the SEND Code of Practice Saddleworth School recognises that children's needs and requirements can be broad, diverse and complex, and while each need can not necessarily be compartmentalised, they can fall into four broad areas:

**Communication and interaction**

* Speech, language and communication needs (SLCN). Children and young people with SLCN have difficulty in communicating with others; this may be because they have difficulty saying what they want to and being understood by others, difficulty understanding what is being said to them or they do not understand or use social rules of communication.
* Autistic Spectrum Condition (ASC), including Asperger's Syndrome

**Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers. Learning difficulties cover a wide range of needs, including:

* Moderate learning difficulties (MLD)
* Severe learning difficulties (SLD) where children and young people are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication
* Profound and multiple learning difficulties (PMLD) where children and young people are likely to have severe and complex learning difficulties as well as physical disability or sensory impairment
* Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This includes a range of conditions such as dyslexia, dyscalculia and dyspraxia.

**Social, Emotional and Mental Health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or attachment disorder.

**Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. This includes children and young people with:

* Visual impairment (VI)
* Hearing impairment (HI)
* Multi-sensory impairment (MSI) (a combination of vision and hearing difficulties)
* Physical disability (PD)

# What are the school’s policies for the identification and assessment of pupils with special educational needs?

## Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on the assessments undertaken in previous settings, where appropriate. Class teachers will undertake regular assessments of progress for all pupils and identify those whose progress:

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

This assessment may include reviewing progress in areas other than attainment, for example, social development.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN, but it will highlight where additional support would be beneficial.

When deciding whether a special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment of the pupil, 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.

When identifying SEN, we may use any of the following mechanisms to support our decision:

* Using information passed on from a Primary School or previous school
* Consideration of Key Stage results
* Use of CATS and another baseline testing programme
* Using progress data
* Observation and feedback from teachers
* Assessments of reading, spelling and numeracy
* Use of screening assessments (e.g. for dyslexia or dyscalculia)
* Referrals from parents/carers and children & young people

## Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether the pupil needs special educational provision. These conversations will make sure that:

* Everyone develops a good understanding of the pupil'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 pupil's record and given to their parents.

We will formally notify parents when a decision is made about whether a pupil will receive SEN support.

Planned arrangements for communicating between school and home include:

Every pupil has a School Planner, which travels between home and school every day so that comments from parents and teachers are shared and responded to as needed.

Each year group has one parents' evenings a year when all class teachers are available to meet with parents and discuss their child's progress and learning.

Every child receives an annual written report, which is sent home to parents in the summer term.

If a child has an Education, Health and Care Plan (EHCP), then there is a legal requirement for at least one formal Annual Review meeting each year, which is organised by the SENCO and attended by parents and relevant stakeholders involved in the pupil's education.

# What are the school’s arrangements for assessing and reviewing the progress of students with SEND?

## Assessing and reviewing pupils' progress towards outcomes

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

The subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

* The teacher's assessment and experience of the pupil
* The pupil's previous progress, attainment and behaviour
* Other teachers' assessments, where relevant
* The pupil's development in comparison to their peers and national data
* The views and experience of parents
* The pupil's own views
* Advice from external support services, if relevant
* We will review the assessment regularly.

We will make all teachers and support staff who work with the pupil aware of their needs, the outcomes sought, the support in place and/or to be 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 pupil's progress.

Where a child continues to make little or no progress, despite well-founded support that is matched to the child's area/s of need, we will consider involving specialists, including those from outside agencies. Parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parent and teaching staff supporting the child.

In a very small number of cases, where pupils have received ongoing additional support over a period of time, yet continue to make less than expected progress, consideration will be given to requesting an assessment by the Local Authority for an Education, Health and Care (EHC) plan. The SEND code of practice provides further details on this process.

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf>

# What support is given to students moving between phases and preparing for adulthood?

We will share information with the college or other setting the pupil is moving to when they leave Saddleworth School. We will agree with parents and pupils which information will be shared as part of this communication.

## Key Stage 2-3 (Year 6 to Year 7)

Every student's school file is collected from the students' Primary School at the end of Year 6.

For pupils with more specific needs, it may be necessary for a Transition meeting to be arranged involving the parents, current Year 6 class teacher, SENCO or SEN representative from Saddleworth School. These meetings will ensure that all relevant information is passed on, and any additional transition arrangements can be made.

Through the school's partnership, a purposeful transition is planned and arranged.

All pupils in Year 6 who have accepted a place at Saddleworth School for Year 7 are invited to take part in transition days. These days provide a taste of secondary school life, involve an experience of lessons, information about how the school runs and provide an opportunity for pupils to meet their new classmates.

Parents of children going to Saddleworth School are invited to an 'Intake Evening' at the end of the two transition days, to learn about the activities their children have undertaken, to meet key members of the pastoral team and to receive information about the organisation of the school.

The SENCO or SEN representative visits feeder Primary Schools to meet pupils, gather information from Year 6 teachers and support staff and to offer informal 'question and answer' sessions for parents.

The school arranges regular transition groups and visits for vulnerable Year 6 pupils to get to know the Saddleworth School site, meet staff with whom they will work and learn about how the school is organised. These are designed each year to meet the students' needs, but typically involve group activities, school experience, tours, and informal gatherings for children and parents.

During the first term of the new school year, parents of new Year 7 students are invited to meet with the child's tutor, to introduce themselves, share information and establish contact with the school.

## Joining Saddleworth School mid-year

The Pastoral Team supports the induction of all new pupils at any point in the school year.

All pupils admitted to the school after the start of the academic year are screened using a range of baseline assessments, to identify any areas of need and to provide information to staff about the pupils learning. They may also be tested on reading, spelling and general maths understanding.

A pupil 'buddy' is chosen to support the new pupil for the first few days of being at Saddleworth School. The buddy shows them around the school, introduces them to other pupils and answers questions.

We make contact with the previous school to ensure the transfer of information and the pupil's school file.

Parents are invited to attend an induction meeting with the SENCO within the six weeks of their child joining the school mid-year.

## Moving to another school

We make contact with the new school to ensure the transfer of information and the child's school file.

## Key Stage 4-5 (Year 11 to Year 12)

All Year 11 students with an Education, Health & Care Plan are a priority for the school’s careers service. They will have a careers interview in the autumn term, to ensure they are given any support they may need with college applications and interviews etc. The school employs a careers adviser, who will oversee this work and liaise with Year 11 tutors.

Throughout Year 11 and during the EHCP review, transition and progress to adulthood are a key focus and support is offered in finding suitable courses and placements.

The SENCO or SEN Representative and the Local Authority work closely with local colleges and will pass on any relevant information, such as copies of statements, EHCPs and Annual Review documents to colleges.

# What is the school’s approach to teaching students with SEND?

## Our approach to teaching pupils with SEN

At Saddleworth School, we operate a 'Waves of Intervention' model. Additional support for children with special educational needs is expected to be delivered through in three successive levels or 'waves'.

Wave 1 is the expectation of 'Quality First Teaching', where good quality teaching and suiting work to individual children means that every pupil is included. The needs of all children are taken into account, with high expectations for them. This is supported by whole-school policies - i.e., it is part of the planning and beliefs of the school as a whole.

Wave 2 is more targeted at pupils with SEN specifically. There could be access to specialist resources within the school, such as nurture groups, therapies, identified interventions and some 1:1 support. This can be for general 'catch-up' or the start of the graduated approach cycles of "Assess, Plan, Do, Review".

Wave 3 is usually where an external specialist may be asked to advise on more specialised support, generally where a student has not progressed as well as expected with the current additional support. This would form part of subsequent cycles of the graduated approach.

The classroom teacher plays a central role in constantly reviewing and monitoring progress and setting targets for the child. (SEND CoP, section 6.45-6.56). Teachers should set a clear date to check progress and evaluate the support and have open conversations with parents about what support is intended to achieve, how they will know whether it has worked and what they will do next if it hasn't. Hearing the views of parents and carers and of children and young people themselves, then planning on the basis of those views, are key elements in securing parental confidence and involvement. In relation to all pupils, teachers are expected to:

* Be accountable for attainment, progress and outcomes
* Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
* Adapt teaching to respond to the strengths and needs of all pupils
* Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
* Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
* Demonstrate an awareness of the physical, social and intellectual development of children, and know-how to adapt teaching to support pupils' education at different stages of development
* Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
* Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them

The provision of Quality First Teaching (QFT) is the baseline expectation for all pupils at Saddleworth School. It is always our first step in responding to the needs of pupils who have SEN and will be differentiated for individual pupils. We will also provide specific targeted interventions where appropriate

The SENCO is responsible for ensuring that teachers:

* Understand a child's needs;
* Are trained in meeting those needs;
* Have support in planning to meet a child's needs;
* Ensure the quality of teaching for students with SEND, and that provision across the school is efficiently managed.

# What are the school’s policies for making provision for students with special educational needs whether or not students have Education, Health and Care Plans?

## SEN Support

A pupil will be placed on the SEND register if he/ she has been identified as needing sustained intervention that is "additional to or different from" that provided as part of the school's usual differentiated curriculum and without the additional support:

* Makes little or no progress even when teaching approaches are targeted particularly in the pupil's identified area of difficulty
* Shows signs of difficulty in developing literacy or numeracy skills that result in poor attainment in other curriculum areas
* Presents persistent social, emotional, mental health and/or behavioural difficulties, which are not ameliorated by the implementation of the Academy rewards, teaching and learning, behaviour and sanctions policies
* 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 a differentiated curriculum

If a special educational need has been identified by the SEN team or by an external agency, the pupil will be placed on the SEN register in the category 'SEN Support' (K), and a pupil passport and provision map will be created. The SENCO, supported by the SEN team, will oversee and evaluate the SEND provision.

In some cases, external agencies are involved with assessing students, providing advice and further support for students. They will usually have contact with the student, advise on new Student Passport targets and accompanying strategies, provide more specialist assessments that can inform planning and measurement of progress, and in some cases provide support for particular activities. Students receiving such additional support are also recorded at the 'SEN Support' stage of the SEND register in line with the SEND Code of Practice document (DfE, 2014). In the former SEN Code of Practice (DfE, 2001), this stage would be recognised as School Action Plus, and the following would be indicators of students who would remain in this stage. A pupil who:

* Continues to make little or no progress in specific areas over a long period of time
* Continues to work at national curriculum levels substantially below that expected of students of a similar age
* Has emotional and/or behavioural difficulties which substantially and regularly interfere with their own learning or that of others, despite having an individualised behaviour management programme
* Has sensory or physical needs, and requires additional specialist equipment or regular advice and/or visits providing direct intervention to the student, or advice to staff, by a specialist service
* Has ongoing communication and/or interaction difficulties that impede the development of social relationships and/or cause substantial barriers to learning

## Education and Health Care Plans (EHCP)

Following identification at SEN Support, where concerns remain despite sustained intervention, the SENCO will consider discussing with parents the need to apply for a Statutory Assessment for an EHCP through the Local Authority. Parents will be fully consulted at each stage.

Saddleworth School also recognises that parents have a right to request a Statutory Assessment for an EHCP direct through the local authority, and the school is committed to supporting such applications.

EHCPs can remain with a child until the age of 25 years, and they were introduced in September 2014 in place of the former 'Statement' of SEN.

The EHCP document includes relevant information about the student, including:

* Interests and successes
* Difficulties and challenges experienced
* Longer-term objectives as appropriate
* Shorter-term objectives as appropriate
* Contribution from the student
* Contribution from the parent/ carer/ organisation with parental responsibility
* Contribution from subject teachers, teaching assistants and SENCO as appropriate
* A copy of the Pupil Passport
* Review timescale

**Physical environments**

Saddleworth incorporates facilities for students, staff with disabilities.

Facilities include:

● Disabled parking bays

● Lifts and wheel chair access to rooms

● Loop hearing system available on request

● Disabled toilets equipped with handrails and emergency alarms

● Fully accessible washroom facilities

● EVAC Chairs

● Accessible pathways around the site

Please see the school’s Accessibility Plan

**School Transport**

Where students with SEND require specific transport to and from school, this is arranged by the local authority transport department.

## Examination And Access Arrangements

A Pupil's full range of difficulties will be taken into account before entry is considered. If a pupil is encountering severe difficulty, dispensations will be applied for.

Exam Access Arrangements can allow a student rest breaks, use of assistive technologies, extra time and in some cases a reader and/ or a scribe to aid access to examination questions and to articulate responses to questions. The examination access arrangements can only be granted by the regulatory authority (JCQ) if:

* Thresholds of assessment and need have been met
* The access arrangement can be evidenced as 'normal working practice' for the pupil.

Support will also be made available during assessment sessions and mock examinations. It is the responsibility of the teacher and curriculum team leaders to ensure that the Examination Access Arrangements are applied in tests and Mock Examinations.

## More details of exam access arrangements can be found at [www.jcq.org.uk](http://www.jcq.org.uk)

## Assistive Technologies

A variety of technical aids can be provided to help support students with learning difficulties. Computers are widely available throughout the Academy. Laptop computers can be made available if the need is great. Other technical aids can include language masters, Dictaphones and calculators. Pupils are able to bring in a tablet or laptop, at their own risk, for use in relevant lessons if it helps him/ her to access the curriculum and this has been agreed with the SENCO and relevant subject teachers.

## English as an Additional Language (EAL)

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special education needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

# How does the school evaluate the effectiveness of its provision for SEND?

The quality of teaching is the most important factor in ensuring that all students make progress. Saddleworth School has a robust system of lesson observations each term – part of this process is to check how effectively teachers are planning for the needs of SEND students in their classes.

We continuously ensure the provision has a positive impact on the outcomes for all of our children/young people. According to our school policy, children’s academic progress is monitored through summative assessments every term. The progress of children with SEND is monitored by both the class teacher and the SENCO using both summative assessments and the informal day-to-day assessments that are made during lessons. This information regarding progress is then used to evaluate the effectiveness of the support that is given. We will also gather information from the child, parents, carers, as well as professionals from other agencies.

It is important that the provisions we provide are effective, and therefore we regularly review their impact. Review meetings are held with the SENCO, Curriculum Leaders and SLT once a term, in addition to regular informal discussions with all staff. Other methods of our evaluation include:

* Book scrutiny
* Provision mapping
* SENCO/SLT/Governor monitoring
* Learning walks
* Performance management targets

The SEND department and the Headteacher regularly report to the Governors on the quality of SEND provision and the progress being made by students with SEND. We also consider the attainment data for students with SEND and compare it with the progress of other students and the progress of students in similar schools and nationally. This helps to ensure that the approaches used to meet SEND, are based on the best possible evidence and are having the required impact on progress.

# What types of support can be offered?

The SEND Department can offer support in a number of ways:

* Literacy: For students with learning difficulties, who may struggle in a mainstream English class, Small group, personalised & intensive support which focuses on over learning of previously covered topics. Reading intervention using the Rapid Reading programme and modelling reading for pleasure.
* Numeracy: Small group, personalised & intensive support which focuses on over learning of previously covered topics. Maths breakfast club
* PowerUp Lessons - For all year groups, the SEND Department will offer booster lessons to those with a low reading age or difficulties with spelling/writing/numeracy/communication. These students will work in small groups, or even 1:1 where needed, withdrawn from 1 or 2 lessons each week. The PowerUp curriculum can run from Year 7 through to Year 11
* In-Class Support – The SENCO can provide advice for teachers on Quality First Teaching, differentiation and signpost appropriate resources. The SEN Department has a team of Teaching Assistants who provide in-class support across the curriculum. They will work within departments and are directed by the classroom teachers.
* Lexia Sessions - The SEN Department uses “Lexia”, a computer-based phonics programme aimed at students who have dyslexia or specific literacy difficulties. As well as their Lexia sessions in school, they can access this programme at home to reinforce their progress with literacy.
* Outside Agencies - The SEN Department can also refer students to outside agencies for further help and assessment, e.g. Educational Psychology, Healthy Young Minds, Quest Advisory service, Speech & Language Therapists, Oldham Outreach Service & Kingsland School

# What extra-curricular activities are available to students with SEND?

The school has a wide range of extra-curricular activities, including a breakfast club each morning as well as a lunchtime library club, SEND Break Club in the LINK, SEND Lunch Club in the LINK, after-school homework clubs and a gardening club. The school runs a variety of clubs for all tastes. For a full list of extra-curricular activities, please see the school website. No child is refused extra-curricular activities on the grounds of SEND, although some sports activities may be inappropriate for some medical conditions.

The school also provides many opportunities for students to go on trips, including some residential trips. No child will be refused the opportunity of attending a school trip on the grounds that they have SEND – staff organising trips will assess any risks and, where necessary, involve parents/carers of SEND students in the planning so that the needs of the student can be met.

All extra-curricular clubs and activities are available to all students.

# What support is available for improving the social and emotional development of students with SEND?

The culture and structures within the school aim to encourage the emotional and social development of all students, including those with SEND. We work hard to create a culture which values all students, allows them to feel a sense of belonging and makes it possible to talk through problems in a non-stigmatising way. We have clear policies on behaviour and bullying that set out the responsibilities of everyone in the school. We have a team of prefects in Year 11, who can look out for other more vulnerable students.

For students with more complex emotional needs, additional in-school interventions may include:

* Advice and support to teachers to help them manage the student’s behaviour in the classroom.
* Small group workshops, run by the Pastoral teams, including transition workshops for Year 7
* Wellbeing support from Pastoral Leaders
* SPACE Curriculum
* Referral to Healthy Young Minds.

# Who is the school’s SENCO, and how do I contact them?

The staff co-ordinating the day to day provision of education for students with SEND are Mrs Diane Sykes (Key Stage 3 SENCO), Miss Holly Buchanan (Key Stage 4 Deputy SENCO), Mrs Adele Brooks (Assistant SENCO) and Mr Adam Kniveton (HLTA). As a team, they are responsible for the overall operation of the school’s SEND Policy and offer. They work closely with the Senior Leadership Team, Curriculum Leaders, Pastoral Team, as well as subject teachers.

If you have concerns about your child, you should speak to their tutor in the first instance and then Home School Leader who can make a referral for SEN support if needed.

The SENCO is responsible for (but not limited to):

* Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
* Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
* Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
* Advise on the graduated approach to providing SEN support
* Advise on the deployment of the school's delegated budget and other resources to meet pupils' 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 pupils and their parents are informed about options and a smooth transition is planned
* Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
* Ensure the school keeps the records of all pupils with SEN up to date

The SLT link for SEND is Mrs Claire Briggs, Deputy Headteacher.

The governor with responsibility for SEND is Dr Louise Kay.

**Contact details:**

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# What are the arrangements for consulting and involving parents/carers of students with SEND in their child’s education?

All parents/carers are encouraged to attend the annual Parents’/Carers’ Evening to discuss their child’s progress with all subject teachers. The SEN department will also give more regular updates on how SEN students are progressing.

If your child has an Education, Health & Care Plan, we will discuss their progress with you every term. We can be flexible about how we do this - we can organise a meeting with other relevant staff or phone/email parents/carers with updates. We will always organise a formal annual review meeting to ensure the EHCP is still appropriate.

If we think your child needs significant amounts of extra support, we will always discuss this with you and, where appropriate, a meeting with the people supporting your child can be arranged.

Parents/carers can request an electronic or hard copy of all paperwork such as Pupil Passports, SEND Support Plans, which have been written for their child, so they are aware of the support in place and its desired outcomes.

# What are the arrangements for consulting and involving students with SEND in their education?

Engaging all students as active participants in their own education and in making a positive contribution to the school and the local community is a priority for Saddleworth School. Where students have SEN, we will take extra care to ensure that their voice is heard. Students with SEN can and do take on roles such as student reps on the school council, prefects, peer mentors etc. The views of the individual child sit at the heart of the SEND assessment and planning process. We will make sure that the wishes and feelings of the student, their aspirations, the outcomes they wish to seek and the support they need to achieve them are recorded on the SEN Pupil Passports and SEND Support Plans. Whenever possible, we include students with SEND in planning how best to support them and in reviewing their progress. All students with SEND will have specific goals and outcomes, and they will be a part of the discussion to agree and review their progress.

# What are the arrangements for parents/carers raising concerns and making a complaint about the SEND provision at the school?

If you have a complaint about SEND provision, please tell us promptly - we encourage parents/carers to contact us about their concerns when they arise, rather than wait for the next formal opportunity to meet such as Parents’/Carers’ Evenings. We will always endeavour to meet and discuss your concerns and, in our experience, there are few issues which cannot be resolved to everyone’s satisfaction. Please contact the SENCO in the first instance.

If the issue is not resolved to your satisfaction, please refer your concern to the Deputy Head Teacher and SEN SLT link, Mrs Claire Briggs using the main school number. The SEND Governor can also be contacted if necessary (a letter can be submitted through the school office) The SEND Governor will then refer to the complaints procedure to try to resolve the issue.

# How does the school involve others in meeting the needs of students with SEND and in supporting the families of these students?

Where a student continues to make less than expected progress, despite evidence-based support and interventions, we seek advice from specialists from outside agencies such as:

* Educational Psychology Service
* Healthy Young Minds
* Specialist Teachers
* Speech & Language Therapy Service (SaLT)
* Social Care
* Health Workers

We always involve parents/carers in any decision to involve specialists. The SENCO is usually the person who co-ordinates the contact and works with these outside agencies.

# What local support is there for parents/carers of students with SEND?

## Contact details of support services for parents of pupils with SEN

The school liaises with and can refer parents to the following agencies for information and support:

Oldham SEND Information Advice and Support Service (SENDIASS) - <https://www.oldham.gov.uk/hsc/services/>

IPSEA (Independent Parental Special Education Advice): [www.ipsea.org.uk](http://www.ipsea.org.uk)

The National Autistic Society - <https://www.autism.org.uk/>

## The local authority local offer

Our local authority's local offer is published here:

<https://www.oldham.gov.uk/info/200368/children_and_young_people_with_special_educational_needs_and_disabilities>