



WHITWORTH COMMUNITY HIGH SCHOOL

SEND POLICY

Date effective from:	September 2026
Prepared by:	Miss S Davies
Approved by:	C&S
Date approved:	Min Ref : TBA
Date of next review:	Autumn Term 2027

Version control record from December 2015.

Please note that where policy is LCC model policy, then the version details will be provided by LCC in the document.

Version numbers ending in a letter relate to documents under review and awaiting approval. Once a document has been approved then the version number will increase e.g. version 1a = approved version 1 being reviewed. Once version 1a has been approved it will then move to version 2.

Version Number	Date of change	Reviewed by	Brief reason for changes
2.0	1 January 2016	P Dugdale / K McCann	Minor amendments to text
3.0	22 May 2017	P Dugdale / K McCann	Minor amendments to text
4.0	January 2019	P Dugdale/S Davies	Minor amendments to text
5.0	June 2020	S Davies	Minor amendments to text
6.0	May 2021	S Davies	Minor amendments to text
7.0	June 2022	S Davies	Amendments to Policy
8.0	Sept 2024	S Davies	Amendments to Policy
9.0	Sept 2025	S Davies	Date/ Amendments to Policy
10.0	Sept 2026	S Davies	Date/Amendments to Section 1

SEND Policy Last Reviewed: September 2026 (SD)

Next Review: Autumn Term 2028

Legislation and guidance

This is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance. This policy is also based on the following legislation:

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

1. Introduction

Inclusivity is at the heart of the culture at Whitworth Community High School. Also, diversity is celebrated, thus ensuring that every student feels safe, valued, and empowered to thrive. We live by our motto "Climbing Higher" with a profound belief that every student, regardless of their background, deserves to reach their full potential. We recognise that the climb is different for each individual, and our unwavering commitment is to provide the bespoke support, guidance, and resources needed to empower every learner on their unique journey towards excellence.

Whitworth Community High School (WCHS) aims to embrace the needs of all students and has a whole school approach to special educational needs and disabilities (SEND). We provide opportunities for all students by responding to students' diverse learning needs, setting suitable learning challenges and overcoming barriers to learning. All teachers teach students with SEND. Our SEND provision is co-ordinated by the Special Educational Needs Co-ordinator (SENCO) and Learning Support team.

The definition of Special Educational Needs from the Code of Practice 2015 states that:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

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

post-16 institutions.

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.

The SEND Code of Practice 2015 states that there are four main areas which cover additional needs:

- Communication and interaction- e.g. speech and language difficulties, autistic spectrum disorder
- Cognition and learning- e.g. dyslexia, dyspraxia, dyscalculia or general learning difficulties
- Social, emotional and mental health- e.g. children/young people who are withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, where these are the main presenting needs
- Sensory and/or physical impairment- e.g. visual impairment, deafness, milder hearing impairment, physical difficulties (Code of Practice 6.28-6.35)

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. WCHS establishes whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

Roles and Responsibilities

The Head Teacher

At Whitworth Community High School, the Head Teacher is Mr A Oliver. The Head Teacher:

- Works with the SENDCo and SEND Governor to determine strategic development of the SEND policy and provision in school
- Works 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.
- Has overall responsibility for the provision and progress of all learners
- Has oversight and delegates the SEND budget accordingly

SENDCo

At Whitworth Community High School the SENDCo is Miss Samantha Davies. The SENDCo is responsible for:

- Determining the strategic development of SEN policy and provision in school
- Having day-to-day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual students with SEND, including those with EHC Plans.
- Providing professional guidance to colleagues and working with staff, parents and other agencies to ensure that students/ young people with SEND receive appropriate support and high-quality teaching.
- Advising on the graduated approach to providing SEND support
- Evaluating process and practice to improve outcomes.
- Advising on the deployment of the school's delegated budget and other resources to meet students'/young peoples' needs effectively.
- Liaising with parents of students with SEND
- Being the point of contact for external agencies.
- Liaising with potential next providers of education to ensure pupils/young people and their parents are informed about options and a smooth transition is planned
- When a student moves to a different school or institution: make sure relevant information is sent to them in a timely manner.

- Liaising with the headteacher and governing body to ensure the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision made to support individual pupils with SEN, including those that have EHC plans.
- Ensuring that school keeps the records of all students with SEND up to date
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the schools plan for CPD.

Governing Body

The Governing Body has identified a governor to have oversight of special educational needs provision in school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. At Whitworth Community High School this role is undertaken by Mrs Elizabeth Hughes who meets regularly with the Headteacher and SENDCo, Miss Samantha Davies. SEND is actively discussed at Governors meetings.

The SEND Governor:

- Meets with the SENDCo on a regular basis
- Receives routine reports on the effectiveness and impact of improvement plans for SEND students.
- Helps raise awareness of SEND issues at governor meetings
- Monitors the quality and effectiveness of SEND provision within school and regularly updating the governing body on this.
- Accesses CPD as appropriate to the role.

Teachers

At Whitworth Community High School every teacher is responsible and accountable for all students in their class. All students have access to a broad and balanced curriculum. Teachers have responsibility for:

- The progress and development of all children in their class
- Providing high quality teaching using a graduated approach
- Working closely with the SENDCo, Teaching Assistants and specialist staff to identify needs, plan and assess the impact of support and interventions and how they can be utilised in the classroom setting.
- Providing information, reports and attend meetings for children with SEND where necessary

Teaching Assistants

Teaching assistants are required to:

- Work in partnership with class teachers to meet the needs of students
- Facilitate interventions which focus on improved outcomes
- Report to the SENDCO on the progress of SEND students
- Contribute to reviews held

2. Identification and assessment

Many students with SEND will have had formal assessments or diagnoses at primary school. Our Transition Team have developed links with our primary feeder schools who inform us of the student's with SEND in preparation for transition to WCHS. The SENCO is invited to Year 6 annual reviews of pupils with EHC Plans or significant need. All students are assessed on entry to WCHS.

In some cases a student without previously identified SEND may not make adequate progress, or teachers may consult the SENCO about other concerns. The Learning Support Team will arrange monitoring, assessment and observation as needed, and if appropriate will arrange for further testing or referrals.

3. Provision

Students needs are recorded and managed through our updated Inclusion Marksheets.

The inclusion marksheets provide a comprehensive and efficient approach to identifying, monitoring, and supporting students with additional needs. It ensures that all staff have access to clear, up-to-date information about each student, allowing them to provide support that is tailored to individual requirements. We believe this change will strengthen our ability to meet the needs of all students more effectively.

All teaching staff have been given clear guidance on how to support students with specific SEND profiles, and they are expected to follow this consistently. The inclusion marksheet outlines each student's needs and the strategies that support them. It also highlights any additional provision in place, such as:

- Access to a Chromebook
- Use of coloured overlays or buff paper
- Fidget tools
- Other agreed reasonable adjustments

Staff are expected to ensure these provisions are available and implemented where appropriate. Consistency in applying these strategies plays a vital role in helping students thrive and reach their full potential.

Students with a high level of needs have a pupil passport that identifies their needs and how staff can meet those needs in the school environment.

Provision usually means scaffolded delivery, resources or tasks managed by teachers in class settings, without involving additional adults (it may also entail in-class work or targeted group interventions by Teaching Assistants, such as literacy catch-up groups, or work on areas like social skills or speaking and listening, to teach skills, address learning gaps, boost achievement or exploit strengths). Some students with SEND also have special (access) arrangements in exams, such as extra time, a reader or access to a word processor.

In some cases, students with SEND will have had medical or educational assessments designed to identify their areas of need. Students with SEND who have difficulty managing their behaviour may have a Pastoral Support Plan (PSP). This will include an outline of their difficulties, special provision and targets, and be used for monitoring and reviews. This work is carried out in partnership with the Progress Leaders/SLT. Some students who have a medical need or disability will have an Individual Health Care Plan prepared with the help of the student, their parents or carers, and other involved professionals. Care plans detail support arrangements, contact numbers and procedures, and are reviewed at least annually. Students for whom English is a second language, gifted and talented students, students from ethnic minorities, children looked after by the Local Authority and other vulnerable groups may get differentiated provision but do not come under the umbrella of SEND provision unless they also have a learning difficulty or disability with significant impact.

4. Resources

The SENDCo works closely with the Head Teacher and Bursar to ensure all allocated funding is spent appropriately to ensure provision for children is inclusive and effective, meeting

student needs. Funding for students with SEND is allocated according to a funding formula which changes from time to time. Additional 'exceptional needs' funding is available for the highest levels of need in mainstream schools. Decisions about the allocation of these funds are made by Cluster Groups who manage a notional budget for this purpose. The majority of this funding is already allocated to schools for existing named pupils and so any allocations made throughout the year are intended primarily for students with newly identified needs or who have recently entered the school system. Our SENCO manages our bids for funds.

5. Partnership with parents, carers and students

WCHS emphasises the importance of involving students and developing a partnership with parents and carers in order to plan provision and review progress. Involvement will include: discussions with relevant school staff, and external agencies. Provision for students on the SEND register is reviewed at least 2 x per year. Parents and carers of students with an EHC Plan of Special Educational Needs are always asked to attend (in person or remotely) an annual review meeting and to be actively involved in the review process, including the agreeing of targets.

Mrs Manning (Level 3 TA) is the first point of contact for parents and carers wishing to discuss SEND needs.

6. Monitoring and evaluation

Students at Whitworth Community High School with an identified SEND are categorised as either SEND Support (K) or EHCP (E) on the inclusion marksheets.

Regular reviews allow for the monitoring of outcomes, involving the student, parents/carers, teaching assistants and other professionals as necessary.

This SEND policy is reviewed by Governors annually, and the SENDCO prepares an Annual Report for the Governors.

7. Transition

Visits are made to primary schools in June, prior to the Welcome day in July by the Transition Coordinator, SENDCO and Level 3 Teaching Assistants. All new students are met and consultative meetings are held with Year 6 teachers. For a small group of students, identified at these meetings, Whitworth Community High School operates a school visit before the main day visit for all prospective new students.

WCHS also runs a Summer School for Year 6 students. Our summer school inducts students about school procedures and makes them familiar with key staff faces and names. The Summer School actively engages students in finding new friends and supporting new friendships, helping them to develop self-confidence before the new school year.

For students with an Education Health Care Plan, Year 9 reviews incorporate an additional transition plan as we begin the process of preparing for the student's transition to GCSEs, employment, Further Education, work-based training, Higher Education, and adult life. The Year 9 plus Transition Plan will be reviewed and involve independent careers advice.

The SENDCO works closely with students, parents and external providers to ensure a smooth transition to Post 16 provision. Year 9 Options Evening – The SENDCO is available during the year 9 Options evening in order to offer advice and guidance on appropriate GCSE/key stage 4 curriculum path.

All students including those with SEND are offered Careers Education Advice Information and Guidance (CEIAG) from an independent advisor. Colleges - Additional support with college applications and choices can be provided. Colleges will use the information received from college

applications and interviews to plan support and this will include contacting us for more information about provision at Key Stage 4. The SENDCO will liaise with the Learning Support team at our local colleges in order to ensure that all relevant support information is passed on.

If your child has an Education, Health and Care Plan, the level of support needed at college will be discussed at the Year 11 annual review in order that your child views are accurately recorded and the young person and parents can be supported through the transition process.

8. Outside Agencies

Whitworth Community High School welcomes the involvement of external support services and agencies who can provide additional specialist assessments to inform planning and give advice on the use of new or specialist strategies or materials.

All local authorities have published a local offer which provides information and advice on the services and provision available in their area for children and young people with Special Educational Needs and/or a disability (**SEND**). Our school lies between two local authorities. Generally, those that reside in Lancashire will need to access the Lancashire Local Offer. Those that reside in Rochdale will need to access the Rochdale Local Offer.

SENDIASS- Rochdale

Sendiass (Special Educational Needs Disability Information Advice Support Service) provides free impartial information, advice and support to disabled children and young people aged 0-25, and those with SEN, through their parents and carers.

SENDIAS- Lancashire

Lancashire SEND Information, Advice and Support Service is a statutory service which is run at 'arm's length' from the Local Authority and provides free, confidential, impartial advice, guidance and support to parents of children with special educational needs and children and young people with SEND.

Services such as Speech and Language, Occupational Therapy, Physiotherapy and ELCAS/CAMHS also provide advice and support for students. School also employ independent consultants who are specialist teachers in their field. We have good links with the local alternative curriculum and education centre, "Oswaldtwistle SS School". Students access this provision where there are concerns about their emotional health and wellbeing. Off-site provision is quality assured through ongoing and regular liaison, visits to the provision by WCHS staff and ongoing communication with parents/carers.

9. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENCO, who will be able to advise on formal procedures for complaint.