



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

1. Aims and Objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding students with SEND and set out how our school will:
 - Support and make provision for students with special educational needs and disabilities;
 - Provide students with SEND access to all aspects of school life so they can engage in the activities of the school alongside students who do not have SEND;
 - Help students with SEND fulfil their aspirations and achieve their best;
 - Help students with SEND become confident individuals living fulfilling lives;
 - Help students with SEND make a successful transition into adulthood;
 - Communicate with students with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the student;
- Explain the roles and responsibilities of everyone involved in providing for students with SEND;
- Communicate with, and involve, students with SEND and their parents or carers in discussions and decisions about support and provision for the student;
- Make sure the SEND policy is understood and implemented consistently by all staff.

2. Vision and Values

At our school we will provide all students with access to a broad and balanced curriculum.

We are committed to making sure all our students have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of students, no matter how varied.

At Cannock Chase High School we believe that 'Every Teacher is a Teacher of Special Needs'.

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

This policy also complies with our funding agreement and articles of association.

4. Inclusion and Equal Opportunities

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

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

5. Definitions

Special Educational Needs

A student has SEND if they have a learning difficulty or disability that requires 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 most 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.

Disability

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

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

The Four Areas of Need

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

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

AREA OF NEED	
Communication and interaction	Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Students who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Students with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: <ul style="list-style-type: none">• specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia;• moderate learning difficulties;• severe learning difficulties;• profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Students may have: <ul style="list-style-type: none">• mental health difficulties such as anxiety, depression or an eating disorder;• attention deficit disorder, attention deficit hyperactive disorder or attachment disorder;• suffered adverse childhood experiences. These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.
Sensory and/or physical	Students with these needs have a disability that hinders them from accessing the educational facilities generally provided. Students may have: <ul style="list-style-type: none">• a sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment;• a physical impairment. These students may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and Responsibilities

The SENDCO

The SENDCO at our school is Mrs J Simpson.

They will (with Support from the Assistant SENDCO and Inclusion Team):

- inform any parents that their child may have SEND and then liaise with them about the student's needs and any provision made;
- work with the Headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school;
- have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans;
- provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that students with SEND receive appropriate support and high-quality teaching;
- advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual students;
- advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively;
- be a point of contact for external agencies, especially the Local Authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided;
- liaise with potential next providers of education to make sure that the student and their parents/carers are informed about options and that a smooth transition is planned;
- when a student moves to a different school or institution, make sure that all relevant information about a student's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner;
- work with the Headteacher and school Governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- make sure the school keeps its records of all students with SEND up to date and accurate;
- with the Headteacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development;
- with the Headteacher, 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;
- prepare and review information for inclusion in the school's SEND information report and any updates to this policy;
- with the Headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

The Governors

The Governors are responsible for making sure the following duties are carried out.

- 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 student with SEND gets the support they need.
- Make sure that students with SEND engage in the activities of the school alongside students who don't have SEND.
- Inform parents/carers when the school is making special educational provision for their child.
- Make sure that the school has arrangements in place to support any students 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/carers on their child's progress.
- Record accurately and keep up to date the provision made for students with SEND.
- Publish information on the school website about how the school is implementing its SEND policy.
- 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 students with SEND
- Make sure that all students from Year 8 until Year 13 are provided with independent careers advice

The SEND Link Governor

The SEND Governor will:

- help to raise awareness of SEND issues at Governing Body meetings;
- monitor the quality and effectiveness of SEND provision within the school and update the Governing Board on this;
- work with the Headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.

The Headteacher

The Headteacher 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 students 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 students;
- make sure that the SENDCO has enough time to carry out their duties;
- have an overview of the needs of the current cohort of students on the SEND register;

- advise the LA when a student needs an EHC needs assessment, or when an EHC plan needs an early review;
- with the SENDCO, 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 SENDCO, 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.

Class Teachers

'Every Teacher is a Teacher of Special Needs'

'Knowing Your Students' is our guiding principle. All teachers have access to electronic systems containing personalised information on every student including SEND status, Individual Support Plans (ISPs), Provisions and Learning Plans. Teachers can access current performance levels and targets on systems that measure student attainment and progress.

Each class teacher is responsible for:

- planning and providing high-quality teaching that is adapted to meet student needs through a graduated approach;
- 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 consider how they can be linked to classroom teaching;
- working with the SENCO to review each student's progress and development, and decide on any changes to provision;
- ensuring they follow this SEND policy.

Parents or Carers

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

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

- invited to annual meetings to review the provision that is in place for their child (EHCP Reviews);
- asked to provide information about the impact of SEND support outside school and any changes in the student's needs;
- given the opportunity to share their concerns and, with school staff, agree their aspirations for the student;
- given a regular report on the student's progress.

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

The Student

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

- explaining what their strengths and difficulties are;
- contributing to setting targets or outcomes;
- attending review meetings;
- giving feedback on the effectiveness of interventions.

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

7. Our Approach to SEND Support

Identifying students with SEND and assessing their needs.

Prior to Entry

We contact our partner primary schools during the Spring Term. Any student who is identified as having a learning difficulty, or as having English as an additional language, is referred to the Assistant SENDCO. Contact is then made with each primary SENDCO and relevant data collected to plan for the student to start and ensure that provisions and adapted practice are planned for.

Identifying Existing Students

Students who experience difficulties whilst at CCHS who are not already identified as having a need can be referred to the Assistant SENDCO. This can be as a result of a self-referral by a student, at the request of a parent/carer or their subject teachers, or due to the involvement of outside agencies.

Class teachers will regularly assess the progress of all students 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 student is making slow progress, they will target the student'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 student's parents or carers, consider consulting an external specialist.

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

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 SEND for students whose first language is not English.

When deciding whether the student 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 student and their parents/carers. 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.

If a student is joining the school, and:

- their previous setting has already identified that they have SEND;
- they are known to external agencies;
- they have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the student starts at school, so support can be put in place as early as possible.

Assessment

All Year 7 students are screened in September using GL assessment for English/Literacy and Maths. Assessments are carried out with any student who starts on an in-year admission through the Inclusion Team.

From the information gathered, along with parental and primary data, students are then placed into appropriate groups and support is allocated.

If further diagnostic testing is required for examination access arrangements, our specialist teacher who is qualified to administer these tests will carry them out on an individual basis to assess more precisely using a range of tests relevant to the needs of the student.

These tests may include:

- WRAT 5 – single word decoding reading test, spelling and computation;
- DASH – handwriting speed;
- CTOPP;
- GL Exact;
- Boxall Profile- social and emotional.

Where appropriate we will refer students to outside agencies for specialist support or diagnosis.

Consulting and Involving Students and Parents/Carers

Cannock Chase High School highly values the contributions that parents/carers make to their child's education.

- Parents/carers are encouraged to participate in discussions and decisions about their child's learning or behavioural difficulties.
- They are invited to attend additional transition meetings between all key stages.
- They are actively encouraged to support their child at home.

We actively encourage our parents/carers to contact the school at any point and they can make an appointment to speak to any member of staff, including the SENDCO, throughout the year for any reason.

Parents are kept up to date with their child's progress through progress reports, parents' evenings, provision reviews and external agency reports. In cases where more frequent regular contact with parents is necessary this will be arranged based on the individual student's needs.

If an assessment or referral indicates that a student has additional learning needs the parents/carers and the student will be consulted in producing the Individual Support Plan (ISP). Parents/carers are invited to attend any meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND Governor may be contacted at any time in relation to SEND matters.

SEND training for parents and the advertisement of local support groups are communicated to parents on the school website/social media where relevant.

The Graduated Approach to SEND Support

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

1. Assess

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

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

2. Plan

In consultation with the parents/carers and the student, the teacher and the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the student will be made aware of the student's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on Provision Map and will be made accessible to staff in Class Charts. Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

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

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the student. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCO/Assistant SENDCO will support the teacher in further assessing the student's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed in line with the agreed date.

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

- the views of the parents/carers and students;
- the level of progress the student has made towards their outcomes;
- the views of teaching staff who work with the student.

The teacher and the SENDCO will revise the outcomes and support in light of the student's progress and development, and in consultation with the student and their parents/carers.

Levels of Support

School-Based SEND Provision

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

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

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

Education, Health and Care (EHC) Plan

Students who need more support than is available through the school's school-based SEND provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the student, the provision that will be put in place, and the outcomes sought.

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

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

Individual Support Plans (ISPs) are issued to all teachers of students with an identified need. These plans contain information on the student's difficulties and strategies to support their learning in the classroom.

The progress of students identified with having a specific need will be tracked and monitored at each Progress Check. Teaching Assistants will provide personalised interventions should it be required and reasonable adjustments will be made for any students with significant barriers to their learning. These adjustments to practices ensure that, where reasonably possible, a person with a disability can benefit to the same extent that a person without the disability can.

The school actively seeks the support and advice of all relevant services/agencies to ensure the curriculum is accessible (where physically possible) to all students. Relevant modifications to the delivery of the curriculum are negotiated on an individual basis as required.

Interventions may include:

- small class sizes with a teacher/Teaching Assistant for Literacy and Numeracy;
- support from a Teaching Assistant within the classroom working collaboratively with class teacher;
- withdrawal sessions for specific identified difficulties;
- small group work for additional reading, numeracy, spelling, handwriting and nurture;
- contracted laptop facilities;
- scribes and readers for students with access arrangements for examinations;
- controlled assessment and coursework support – this is requested by subject teachers;
- individual support for students who have English as an additional language if required;
- School Counsellor;
- Well-being Practitioner;
- Alternative Provision;
- managed moves;
- flexible timetabling for students with medical difficulties;
- ground floor teaching where possible for students with physical disabilities;
- Homework Club (ALFA);
- Lunch Club.

Evaluating the Effectiveness of SEND Provision

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

- tracking students' progress, including by using provision maps;
- carrying out the review stage of the graduated approach in every cycle of SEND support;
- using student questionnaires;
- monitoring by the SENDCO;
- holding annual reviews for students with EHC plans;
- getting feedback from the student and their parents/carers.

8. Attendance

Many students with SEND face complex barriers to attendance. Their right to an education is the same as any other student and, therefore, the attendance ambition for these students is the same as it is for any other student. However, they may need additional support.

Our approach to supporting students who are absent from school due to their SEND is set out in our attendance policy.

9. Safeguarding

We recognise that students with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer students with SEND, and the support we provide to help students overcome any communication barriers they face, see our safeguarding/child protection policy.

10. Expertise and Training of Staff

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

- Teaching Assistants have been trained in modifying work for visually impaired students.
- A staff member is qualified to administer all tests in order for us to apply for Exam Access arrangements.
- INSET is provided for all new teachers to the school as part of their induction programme. This would include ECTs and Training Teachers.
- Members of the Learning Support Team have received stair crawler training.
- Teaching Assistants have received training for areas such as precision teaching, direct instruction, working memory, dyscalculia, paired reading, SEMH support/regulation and dyslexia.
- Specific staff members have been trained to deliver Lexonic/Lexonic Leap to improve literacy of highlighted students.
- Whole school INSET is included on staff training days and during twilight sessions. We regularly update all staff in areas of dyslexia, working memory and ASD as well as other SEND needs.
- Individual departments can request INSET from the SENDCO/Assistant SENDCO through their Community Director or their Link to Leadership.

11. Links with External Professional Agencies

The school recognises that it won't be able to meet all the needs of every student. Whenever necessary, the school will work with external support services such as:

- Educational Psychologist;
- SENDIAS Consultancy;
- Local Authority Assessment Team through SEND HUB;
- School Nurse – NHS England;
- Autism Inclusion Team;
- Child and Adolescent Mental Health Service (CAMHS);
- Midlands Partnership Foundation Trust;
- Visual Impairment Team;
- Hearing Impairment Team;
- Early Help Team;
- Family Support Team;
- Education Welfare Officer;
- Youth Offending Service;
- Virtual Schools – Looked After Children;
- Women's Aid;
- CAMHS/YESS – Youth Participation Worker;

- T3 – Drugs and Alcohol Young People’s Information Service;
- Young Carers;
- The Carers Hub;
- Cruse Bereavement Care;
- School Counsellor;
- Entrust (for risk of NEET).

12. Admission and Accessibility Arrangements

Admission Arrangements

In accordance with legislation, children who have a statutory Education Health and Care Plan that names the school as being the most appropriate to meet the child's needs, will be admitted after a consultation process. This may reduce the number of places available to other applicants. The school has a separate Admissions Policy

Accessibility Arrangements

The school is an inclusive school and aims to be accessible for students with disabilities. The nature of the school buildings, layout and large numbers of steps cause a degree of difficulty for wheelchair users. Some subject areas have facilities to teach on the ground floor and planned timetabling of rooms provides access to some areas. The school has a separate Accessibility Policy.

13. Complaints About SEND Provision

Where parents/carers have concerns about our school’s SEND provision, they should first raise their concerns informally with either the class teacher, SENCO or 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. They will be handled in line with the school’s complaints policy.

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 student themselves.

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

To find out about disagreement resolution and mediation services in our local area, please see: [Staffordshire Connects](#)

14. Monitoring and Evaluation Arrangements

Evaluating the Effectiveness of the Policy

We are constantly looking for ways to improve our SEND policy.

We will evaluate how effective our SEND provision is with regards to:

- all staff’s awareness of students with SEND at the start of the autumn term;
- how early students are identified as having SEND;
- students’ progress and attainment once they have been identified as having SEND;
- whether students with SEND feel safe, valued and included in the school community;
- comments and feedback from students and their parents/carers.

Monitoring the Policy

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

15. Links with Other Policies and Documents

This policy links to the following documents SEND information report.

- The Local Offer
- Accessibility Policy
- Behaviour Policy
- Equality Policy
- Supporting Students with Medical Conditions Policy
- Attendance Policy
- Safeguarding Policy
- Complaints Policy

Last review date:	Next Review date:	Statutory Policy:
January 2026	January 2027	Yes