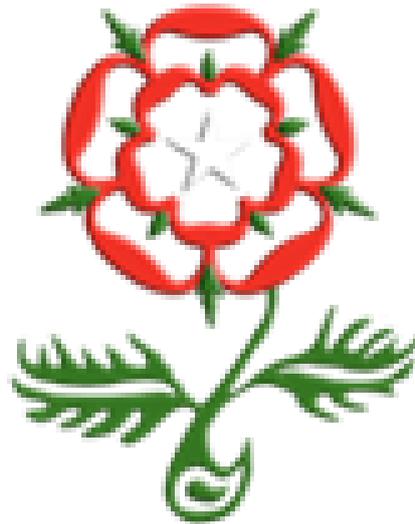


# **THE ELTON HIGH SCHOOL**

## **SEND Inclusion Policy 2025-2026**



Date of report	November 2025
Date agreed by Governors	November 2025
Review Date	September 2026

**Ambition - Resilience - Kindness**

## **Rationale**

At The Elton High School every young person is equal, valued and unique. We aim to provide an environment where all young people feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs. The Elton High School is committed to providing an appropriate and high quality education to everyone within the school community. We seek to promote progress, raise achievement, remove barriers to learning and ensure inclusion for all young people.

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.

## **Objectives**

- To ensure equality of provision for young people with special educational needs and disabilities (SEND). Students have a learning difficulty or disability if they have:
  - A significantly greater difficulty in learning than the majority of 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
- To take into account the following Acts of Parliament:
  - The Mental Capacity Act 2005
  - The Equality Act 2010
  - The Children and Families Act 2014
- To take into account the following statutory instruments:
  - The Special Educational Needs and Disability Regulations 2014
  - The Special Educational Needs (Personal Budgets and Direct Payments) Regulations 2014
- To take into account the following statutory guidance:
  - The SEND Code of Practice 2015
  - Keeping Children Safe in Education (KCSIE) 2023
  - Supporting students at school with medical conditions 2014
- To provide full access for all children to a broad, balanced and relevant curriculum, adapted as necessary.
- To ensure that the needs of young people with SEND are identified, assessed, provided for and regularly reviewed to improve outcomes.
- To enable young people with SEND to achieve their potential.

- To work in partnership with parents/carers to enable them to make an active contribution to the education of their child and be fully involved in decision making.
- To take the views, wishes and feelings of the young person into account.
- To provide detailed information about the arrangements for identifying, assessing and making provision for students with SEND.

At the Elton High School, we have a diverse community and support students who demonstrate any of the four areas of need as outlined in the Code of Practice (2014)

- Communication and interaction difficulties; for example autism, speech and language difficulties
- Cognition and learning difficulties; for example specific learning difficulties such as dyslexia, dyscalculia and dyspraxia
- Social, emotional and mental health (SEMH) difficulties, for example attention deficit hyperactivity disorder (ADHD), anxiety, depression or attachment disorders
- Physical needs and Sensory difficulties, for example visual impairments, hearing impairments, processing difficulties.

### **Roles and Responsibilities**

We have a Deputy Head Teacher and Special Educational Needs and Disabilities Coordinator (SENDCo), who are responsible for ensuring all students are fully included in all aspects of school life.

Our SENDCo will:

- ❖ manage the day-to-day operation of the policy
- ❖ coordinate the provision for students with SEND
- ❖ maintain the SEND list and regularly update the SEND provision map
- ❖ maintain resources and specific interventions to ensure appropriate provision is made
- ❖ track progress using school-based and statutory assessment data
- ❖ complete referrals to outside agencies when required
- ❖ complete relevant documentation required for additional funding for students at SEND Support, those with Top-up Funding and High Needs Funding
- ❖ support and advise colleagues
- ❖ monitor and evaluate the SEND provision and report to the Governing Body
- ❖ act as a link with outside agencies
- ❖ liaise with the Designated Teacher where a looked after student has SEND
- ❖ advise on the graduated approach to providing SEND support
- ❖ advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- ❖ liaise with parents of students with SEND

- ❖ liaise with primary feeder schools, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- ❖ be a key point of contact with external agencies, especially the local authority and its support services
- ❖ liaise with potential next providers of education to ensure a student and their parents are informed about options and a smooth transition is planned
- ❖ work with other colleagues to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements, including those for public examinations
- ❖ ensure that the school keeps the records of all students with SEND up to date

### **Allocation of Resources**

The Head Teacher is responsible for the operational management of the budget for special educational needs provision. The school is committed to providing a range of additional funding including the notional SEND budget and, where applicable, student premium to provide high quality appropriate support for students with SEND. The SEND provision map specifies the cost of support for those children at SEND Support and Top-up funding level of provision.

### **Identification, Assessment and Review Arrangements**

#### **SEND support – a four-part cycle**

The identification of SEND is built into the overall approach to monitoring the progress and development of all students in school and all students who are identified as having an additional need, have an individual and bespoke pupil profile. This outlines their primary area of need and gives suggestions on best ways to support them.

#### **Assess**

Subject teachers, support staff and the SENDCo, will carry out a clear analysis of a student's needs. This assessment will be reviewed regularly. Where appropriate, outside professionals will help to inform the assessment. Parents will be asked to contribute to the assessment.

#### **Plan**

Parents will be formally notified. Adjustments, interventions, support and review date will be agreed with staff, parents and students. This will be recorded on the school information system.

#### **Do**

Subject teachers will remain responsible for working with the student on a daily basis and retain responsibility for their progress and outcomes. Subject teachers will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENDCo will support the above.

## **Review**

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed on the agreed date. Formal Reviews will be held with parents/carers at least once per year, although parents/carers will have the opportunity to discuss progress with SEND staff at other times either through face to face or telephone communication. Additional reviews will be arranged according to need. Subject teachers, working with the SENDCO, will revise the support in light of the student's progress. If a student does not make expected progress over a sustained period of time, the school will consider involving specialists.

School liaises with the following services:

- ❖ Child and Adolescent Mental Health Service (CAMHS)
- ❖ Children's Social Care
- ❖ Education Health and Care (EHC) Team
- ❖ Educational Psychology Service
- ❖ Hearing Impairment (HI) Team
- ❖ Looked After Children Team
- ❖ Multiagency Inclusion Panel (MIP)
- ❖ Occupational Therapy (OT) Team
- ❖ School Nursing Team
- ❖ Virtual School
- ❖ Visual Impairment (VI) Team

Regular multi-agency meetings take place which involve some or all of these services as appropriate.

## **Additional Top-Up Funding**

Where a student's needs exceed the nationally prescribed threshold (currently £6,000) statutory assessment will take place and additional funding will be applied for from the local authority to meet the needs of the students. This is done in a timely way in line with statutory deadlines.

## **Education, Health and Care Plans**

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a student, the student has not made expected progress, then school or parents will consider requesting an Education, Health and Care assessment. The school will provide the local authority with evidence of the action taken as part of SEN support. Further details on provision for students with SEND can be found in the SEND information document and the Accessibility Plan.

## **SEND information document**

This report can be found on the school website. It outlines the provision The Elton High School makes within the four broad areas of need of:

communication and interaction needs  
cognition and learning needs  
social, emotional and mental health needs  
physical disabilities and sensory needs.

The Elton High School follows a graduated approach of action and intervention as outlined in the Code of Practice (2014). School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify children who require additional and different provision. A provision map is completed annually and outlines all SEN support. At School Support the needs of young people are recorded on the SEN List and met in the classroom by teachers with additional Teaching Assistant support in key classes. Progress is monitored in accordance with whole school systems. However, if concerns are raised by parents/carers or staff a review meeting is called to address any difficulties.

For some students at SEND Support there may be involvement of outside agencies. Individual and small group interventions may be planned with the SENDCo and any relevant outside agencies. Targets are reviewed with parents/carers. Those children who are known to have an additional need (K) or those who have undergone statutory assessment and have an Education Health Care Plan (EHCP), will have detailed individual costed provision plans. The additional support/resources are matched to the provision plan. The purpose is to improve outcomes for young people with high additional needs and prepare them for adulthood. Targets are reviewed with parents/carers at regular intervals.

### **Transition Arrangements**

Transition is carefully planned in order to ensure successful transfer to The Elton High School and on to higher or further education, supported employment or apprenticeships. Students and parents/carers are involved in the planning for the transfer to the new setting. Key information about SEN provision is shared through the review process. Preparation for adulthood, including further education, employment, independent living, health and community participation will be carefully managed by SEND staff.

### **Access to the Curriculum**

At The Elton High School a broad, balanced and challenging curriculum is adapted to enable all young people to access the learning. In planning and teaching, teachers aim to provide suitable learning objectives which meet the young peoples' diverse learning needs and remove the barriers to learning. For the

majority of the week young people with SEND are taught with their peers in mainstream classes.

Each class teacher is responsible for the progress and development of every pupil in their class. They work 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. They work with the SENDCo to review each pupil's progress and development and decide on any changes to provision and ensure they follow this SEND policy.

However, in order to maximise learning, some young people are withdrawn, individually and in small groups, to take part in targeted interventions planned to meet particular needs. Some young people may follow an adapted or personalised curriculum which will be fully discussed with parents and will continue to provide a broad, balanced and challenging curriculum. Young people with SEND are actively encouraged and supported to join in and benefit from additional activities and clubs.

### **Student Voice**

At The Elton High School the views of all students are valued. All young people with SEND are made aware of their individual targets and are involved in reviewing their progress.

### **Monitoring and Evaluating the Success of Provision**

A variety of methods are used to monitor and evaluate the provision and achievements for the children with SEND:

- ❖ Regular observation of teaching
- ❖ Analysis of assessment data
- ❖ Assessment records that illustrate progress over time – e.g. reading ages
- ❖ Pre/post assessments for children withdrawn for targeted interventions
- ❖ Evaluated individual targets as part of the APDR process
- ❖ Monitoring by the SEND governor
- ❖ The views of parents/carers and children
- ❖ Regular meetings between SENDCo and senior leaders
- ❖ Provision Mapping – used as a basis for monitoring the impact of interventions.

### **Partnership with Parents/Carers**

The Elton High School has positive attitudes to parents/carers and values the important role that they play in their child's education. Parents/Carers are always informed when their child is placed on the SEN list and the graduated response, outlined in the Code of Practice, is explained to them. Parents/Carers are fully involved in the review process.

The Pastoral Team works closely with the Learning Support staff to provide proactive support for parents, including home visits, liaising with agencies, organising activities and facilitating and delivering training. Where there are a number of identified needs, an Early Help Family Support Plan (EHFSP) may be used by Pastoral and SEN staff to coordinate support for children and their families.

### **Staff Development**

The SENDCo ensures staff are informed of local and national developments in relation to SEND and Inclusion. Training needs are identified and, where appropriate, outside agencies are used to deliver the training for all staff. Early Career Teachers and new Teaching Assistants are provided with support and in school training.

### **Medical Conditions**

The Elton High School will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support students with medical conditions. Supporting Pupils with Medical Conditions in School (updated 2017), outlines the statutory duty on The Elton High School with respect to Pupils at school with medical conditions. They should be properly supported so that they have full access to education, including school trips and physical education. Where a student also has SEND, their provision will be planned and delivered in a coordinated way with their healthcare plan.

The Elton High School has a secure medicine cabinet where medicines can be safely stored with the permission of the parent/carer. Students are supervised when taking medication in school by appropriately trained staff (see Medical Policy).

### **Admission Arrangements**

The school has adopted the criteria set out in the LA's admission policy. The school welcomes children with known special educational needs, as well as identifying and providing for those not previously identified as having SEND.

### **The Complaints Procedure**

Initially an attempt will be made to resolve a complaint about SEND provision at school level. The procedure is firstly that the class teacher attempts to resolve matters, then if required the SENDCo and/or Deputy Head Teacher becomes involved. If the complaint is unresolved, then the person making the complaint should contact the Head Teacher. If the matter remains unresolved the person making the complaint would be advised to approach the Governing Body who will consider the complaint, after which, if necessary the LA will become involved.

## **The LEA Local Offer**

This can be found at:-

<https://www.bury.gov.uk/social-care-and-support/child-care-and-support/children-with-disabilities/bury-send-local-offer>

Address:

Town Hall,  
Knowsley Street,  
Bury BL9 0SW

Telephone: 0161 253 5000