



SEND Policy and SEN Information Report

1 COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 and has been written with reference to the following guidance and documents:

- The Equality Act 2010: advice for schools DfE (May 2014)
- EHRC Technical Guidance for Schools in England (July 2014)
- The Children & Families Act 2014
- SEND Code of Practice 0-25 (January 2015)
- Schools SEN Information Report Regulations (2014)
- Keeping Children Safe in Education (September 2023)
- The Designated Teacher for Looked-After and Previously Looked-After Children (February 2018)
- JCQ Regulations: Adjustments for Candidates with Disabilities and Learning Difficulties
- Statutory Guidance on Supporting pupils at school with medical conditions (December 2015)
- Glenthorne High School Supporting Medical Needs at School Policy
- Glenthorne High School Safeguarding Policy
- Glenthorne High School Equality & Diversity Policy
- Teachers' Standards

The policy takes account of the School's public sector equality duty set out in section 149 of the Equality Act 2010.

This policy was written by the SENCO in liaison with the SEND Governor, SLT, staff and parents.

2 SEND LEADERSHIP

The SENCO at Glenthorne High School is Miss Danielle Hughes, who is a qualified teacher and holds the National Award for SEND coordination.

The SENCO can be contacted by emailing vht@glenthorne.sutton.sch.uk or by telephoning 020 8644 6307.

The SEND advocate on the Senior Leadership Team is Mrs Michelle Alletson (Deputy Headteacher).

3 DEFINITIONS, AIMS AND OBJECTIVES

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

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

SEN provision comes under 4 broad areas of need, defined by the Code:

Communication and interaction
Cognition and learning
Social, emotional and mental health difficulties
Sensory and/or physical needs.

DISABLED PUPILS

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.

There is a significant overlap between disabled young people and those with special educational needs. Where a young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEN definition.

OUR VALUES

Glenthorne High School recognises that many pupils, at some point in their school career, have special educational needs which may require support. We never consider this is an excuse for under-achievement and high aspirations are key to all our school improvement work. Every teacher is a teacher of every child, including those with SEND, and this is a central philosophy to our school and part of the diversity that we celebrate.

AIMS

Glenthorne High School fully endorses the core principles of the SEND Code of Practice (2014):

All children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment, further education or higher education or training

We also affirm that:

- All learners are of equal value
- We recognise, respect and value difference and understand that diversity is strength
- We foster positive attitudes and relationships
- We foster a shared sense of cohesion and belonging
- We have the highest aspirations for all our pupils
- We provide a focus on outcomes for pupils, not just hours of provision or support
- We work to raise standards for all pupils, including the most vulnerable

KEEPING CHILDREN SAFE IN EDUCATION

While we recognise that **any** child may benefit from early help with respect to safeguarding, all staff should be particularly alert to the potential need for early help for a child who is disabled and has specific additional needs or who has special educational needs (whether or not they have an education, health and care plan).

Children with SEND can face additional safeguarding challenges. We recognise that additional barriers can exist when recognising abuse and neglect in children with SEND. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Being more prone to peer group isolation than other children
- The potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties overcoming these barriers.

To address these additional challenges, we will consider extra pastoral support for children with SEND, such as access to our school counsellor and ELSA support.

The Designated Safeguarding Leads (Michelle Alletson and Deputy DSLs) will liaise with the SENCO on matters of safety or safeguarding involving pupils with SEND.

We recognise that looked-after children and previously looked-after children are significantly more likely to have SEND than their peers. In respect of looked-after children, the designated teacher (Mrs Alletson) will ensure that: the SEND code of practice 0-25 is followed; children's PEPs (Personal Education Plans) work in harmony with an education, health and care plan; the school liaises with the Virtual School Head as needed to secure any specialist support.

OBJECTIVES OF THIS POLICY

- To identify and provide for pupils who have special educational needs
- To work within the guidance provided in the SEND Code of Practice 2014
- To operate a 'whole school' approach to the management and provision of support for special educational needs
- To guide the appropriately qualified Special Educational Needs Co-ordinator (SENCO)
- To ensure access to the curriculum for all pupils
- To provide support and advice for all staff working with pupils who have special educational needs
- To develop and maintain partnership and high levels of engagement with parents/carers

PARTNERSHIP AND FAMILIES

The school works in partnership with parents and carers. This will enable pupils with SEND to achieve good or better outcomes. The school recognises that parents and carers have a unique overview of their child's needs and how best to support them and that this gives them a key role in the partnership.

We have high aspirations for all our pupils, including those with SEND. In keeping with the principles of Person Centred Planning (a process for continual dialogue about what is important to someone now and in the future and acting upon this in alliance with their family and friends), pupils with SEND are integral to the decision-making processes affecting them. We recognise that young people are entitled to the same quality and level of information, advice and support as their parents and carers. Pupil views, opinions, wishes and feelings are always considered.

We aim to provide as much information and support as necessary to help pupils achieve the best possible outcomes, preparing them effectively for adulthood. This is especially important when transferring to post-16 education or training as some rights to participate in decision making about EHC plans transfer from the parent to the young person.

4 SEN INFORMATION REPORT

4.1 The kinds of SEND that are provided for

The SEND Code of Practice 2014 does not assume that there are hard and fast categories of SEND. It recognises that children's needs and requirements fall into four broad areas:

- Communication and Interaction (C&I)
- Cognition and Learning (C&L)
- Social, emotional and mental health difficulties (SEMH)
- Sensory and/or physical needs (SPN)

In line with the SEND Code of Practice, we accept that pupils often have needs that fit into more than one of these areas and that their needs may change over time. We are proud to support pupils across all key stages under all four categories of SEND.

We acknowledge that, when considering the needs of the whole child, some areas which are not SEND but may impact on progress and attainment are:

- Attendance and punctuality
- Health and welfare
- Bilingualism / Multilingualism
- Being eligible for the pupil premium
- Being a Looked After Child

As stated in the Code of Practice (6.21), persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND. Where there are concerns, there will be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. The pastoral system will provide for a child's short-term needs in order to prevent problems escalating. Where there are long-lasting difficulties, the school will consider whether the child might have SEND.

Glenthorne has a limited number of places within an ASD Base, which provides those students who have autism with on-site support to engage with their mainstream lessons. Placement of a student in the ASD Base is the decision of Sutton Local Authority in consultation with the school. To be considered for the Base, students must have an Education Health Care Plan and their main area of need identified as autistic spectrum disorder.

4.2 Identifying pupils with SEND and assessing their needs

The school has a clear approach to identifying and responding to SEND. All teachers at the school are responsible for identifying pupils with SEND and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Pupils will only be identified as SEND if they do not make adequate progress once they have had all the appropriate interventions and adjustments available in our core offer, as well as good quality personalised teaching. This may include progress in areas other than attainment, e.g. social needs.

The school will make special educational provision when school information about the pupil's progress, alongside national data and expectations, suggests that the pupil is:

- achieving significantly below their target
- making less progress than that of their peers from the same baseline
- not matching his or her previous rate of progress
- not closing the gap between his or her attainment and that of their peers

Where a teacher decides that a pupil is making less than expected progress despite verified high quality, adaptive teaching, they will refer that pupil to the Head of Year using the SEND Referral Form. This form sets out the areas of concern along with the interventions or adjustments that have been put in place to meet that pupil's needs and confirms that ordinarily available provision has been in place to meet need. Once the Head of Year receives three referrals about a pupil, the referral is passed to the SENCO who will devise a plan of action. These pupils will be identified as requiring monitoring (M) and will be made known to all staff through the internal SEND register.

Where the pupil may have higher levels of need, the school may draw upon specialised assessments from external agencies and professionals. Consent to proceed with referrals to external agencies would form part of the initial and ongoing discussions with parents, and carers, recognising that pupils who are deemed to be "Gillick competent" can consent or withhold consent in their own right.

Pupils are placed on the SEND register at SEND Support (code K) when a special educational need is identified, when the pupil's needs require intervention from external agencies or when the pupil's needs require extensive support from different areas of the school, exceeding that which is normally available to pupils.

4.3 Consulting and involving pupils and parents

Where it is decided that a pupil has a special educational need (SEND), this decision is recorded in the school records and parents and carers are informed. Parents and carers of pupils

identified with SEND on entry will have the opportunity to discuss the best approach to their child's learning in secondary school.

Effective identification and assessment of SEND includes an early discussion with the pupil and their parents or carers. These early discussions with the parents and carers enable the SENCO to develop a good understanding of the pupil's areas of strength and difficulty, the parents' or carers' concerns, the agreed outcomes sought for the pupil and the next steps.

4.4 Assessing and reviewing pupils' progress towards outcomes

Every pupil on the SEND Register will have a SEND Support Plan (SSP). This plan is based on the "Assess, Plan, Do, Review" approach and sets out:

- the background of the pupil
- the pupil's identified needs
- classroom strategies that help to remove the key barriers to learning for the pupil, which are in addition to the ordinarily available provision in the classroom
- SEND provision in place to help meet the pupil's needs
- targets linked to the areas of need

The SSP is reviewed by the SENCO or Assistant SENCO three times per year. The meetings will take place at Annual Review meetings (for pupils with an EHCP), Parents Evenings and additional meetings as needed. Teachers will provide information about pupil progress in specific areas as needed to effectively review the plan. Parents or carers will be sent the updated SSP following each review. All SSPs are available to school staff on FROG (the school's internal website).

During these reviews, the SENCO will evaluate the effectiveness of the existing provision and its impact on the pupil's progress. The views of the parent or carer and the pupil are integral to this process.

For those pupils with the highest level of need, it may be appropriate for the SENCO to request an Education, Health and Care (EHC) assessment. The nature and extent of the special educational needs will be considered, along with the provision required to meet those needs. Pupils and their parents and carers are strongly encouraged and supported to be active participants in this process. As part of the EHC assessment, the school may request additional top-up funding from the Local Authority, if it is felt that the cost of the special educational provision required to meet the needs of the individual pupil exceeds the notional SEN budget.

Pupils will be removed from the SEND register when additional provision is no longer required for the pupil to make expected progress. This will be discussed and agreed at an SSP review and will be recorded on both the final SSP and also the SIMS data management system.

Pupils who are not, or who are no longer, on the SEND register can continue to receive support in school through literacy and numeracy interventions and pastoral support arrangements.

4.5 Supporting pupils moving between phases and preparing for adulthood

The school recognises that any period of transition is challenging for pupils and parents or carers and so invests time and resources to promote smooth transitions.

All parents are invited to the Prospective Parents Evening in September of Year 6. Parents of pupils with EHCPs can also be offered an additional visit date in the Spring or Summer term of Year 5 by making contact with the SEND department. Tours of the school and individual visits can not be accommodated outside of this.

Year 6 to 7 transition: On entry to the school, discussions between the SENCO and primary SENCOs are held at a primary/secondary transfer meeting during the Year 6 Summer Term. The SENCO and/or key TAs will make visits to local primary schools to meet pupils transferring and to establish their needs and effective provision. Pupils are invited to a Year 7 Induction Day, allowing them to experience life at the school. The SEND team also offers an additional Induction morning for identified pupils with ASD.

KS3 to KS4 transition: pupils are offered a carefully planned pathway for their GCSE option choices. Appropriate KS4 courses are considered for SEND pupils, in consultation with the SENCO, the pupil and their parents or carers.

KS4 to KS5 transition: all pupils have access to the school's independent careers advisor and meetings are arranged with a member of the Senior Leadership Team to discuss the transition to post-16 education. Pupils with an EHCP will contribute to discussions about their choices and preparations for transitions during their Annual Review meetings from Year 9 onwards. Pupils with identified needs may also be supported to complete college and university application forms and interview preparation.

4.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

To ensure that the school provides good quality teaching, a rigorous appraisal system is in place. Teachers are observed formally and informally throughout the year. Support is then

offered to any teacher who requires additional strategies to meet the needs of vulnerable pupils. A programme of CPD is also provided throughout the year, which includes sessions focused on particular SEND needs or pupils (e.g. ASD, ADHD, Year 7 intake).

Quality first teaching is our first step in responding to pupils who have SEND, as described earlier, and all pupils can receive our ordinarily available provision.

In KS3, our approach to teaching pupils with SEND is to focus on ensuring that their literacy and numeracy is at a point whereby they can access a KS4 curriculum.

We can offer small group interventions for some pupils in:

- phonics acquisition
- reading comprehension
- spelling
- handwriting
- speech and language

For those students who are significantly struggling, we also offer 1:1 sessions in literacy and emotional support.

4.7 Adaptations to the curriculum and learning environment

The school receives resources for additional learning support as part of its overall budget each year to support pupils with SEND. Individual pupils with an EHCP may have additional funding provided through their EHCP to enable the school to meet their identified needs.

In addition, resources may be used to provide the following:

- Smaller teaching groups for students with learning difficulties
- In-class support for an individual or group
- Additional teaching through special programmes aimed at particular needs (e.g. literacy/numeracy)
- Purchase of specialist equipment
- Differentiated PE equipment for students with physical disabilities
- Funding for the ASD base
- ELSA support for pupils with Social, Emotional and Mental Health issues
- Necessary administrative support
- Support for EAL students
- A Counsellor/Behaviour Support Officer to support students with Social, Emotional and Mental Health issues
- Adapted materials such as coloured overlays and visual timetables.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010, and make reasonable adjustments to enable them to participate to the same extent as their non-disabled peers.

Some pupils with medical conditions may also have SEND and may have an Education, Health and Care Plan (EHCP), which brings together health and social care needs as well as their special educational provision, and the SEND Code of Practice (2014) is followed.

Pupils in school with serious, ongoing or complex medical conditions which require emergency action or medication will have an Individual Care Plan, which is produced with the parent, or carer and pupil under the guidance of the school nurse, with input from other medical professionals, with oversight of the pupil's medical condition, as required, and is regularly reviewed and updated. The Care Plan outlines the care and special arrangements necessary to enable them to participate fully in mainstream education. It also sets out the procedures to follow in an emergency. Staff have access to these plans on FROG (the school's internal website). Further information is available within the school's Supporting Medical Needs at School Policy.

4.8 Additional support for learning

We have 14 teaching assistants (TAs) who work with the full range of SEND pupils in the school. 3 of these TAs are ASD-specialist and 1 is ELSA trained to offer 1:1 emotional support sessions with pupils.

As a general rule, TAs are deployed in lessons where there are pupils with EHCPs or those who are on the SEND register at SEND Support. They will support many pupils within the classroom in a lesson and will not sit with one student permanently. The only time they will support a student 1:1 in a classroom is if the pupil has an EHCP which states that that is their level of need and is a supportive mechanism for transition.

When allocating in-class support to classes the following factors are considered:

- The school's commitment to early intervention meaning that Key Stage 3 is a high priority and Year 7 particularly so
- Year 7 pupils who have attained well below the expected level at Key Stage 2 and/or are in the additional support groups are identified as needing the input of the multi-sensory literacy programme
- The needs of students with an EHCP, where this level of support is set out as part of their identified provision
- The focus on improving literacy, numeracy and oracy skills

- The level of literacy, numeracy and oracy required by the subject
- The need to ensure a safe working environment for pupils with physical needs, poor motor skills or medical conditions
- The efficiency of support in terms of pupil groupings
- The effectiveness of support in terms of staff expertise
- Where extra support is required as a reasonable adjustment in accordance with our Equality Act duties

4.9 Expertise and training of staff

Our SEND team are highly experienced and qualified. The SENCO has worked at the school for 10 years and has completed the National Award for SEND Coordination. She regularly attends the LA SENCO network meetings in order to keep up with local and national updates in SEND. One Assistant SENCO is completing ELKLAN training for Speech and Language. We have an access arrangements coordinator, who is working towards a certificate of Psychometric Testing, Assessment and Access Arrangements, Level 7. The department is overseen by the Deputy Headteacher (Director of Inclusion), who has 18 years' experience as a SENCO.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up the post and this includes a presentation by the SENCO to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils.

To maintain quality first teaching, the school runs an ongoing Continuing Professional Development (CPD) programme which includes sessions on adaptive teaching and special educational needs, such as ASD, ADHD and Speech and Language. Additional guidance is circulated or delivered about specific needs as necessary.

Teaching Assistants are encouraged and supported to attend training sessions relevant to their role. Current specialisms within the SEND team are:

- Emotional Literacy Support Assistants (ELSAs)
- Higher Level Teaching Assistants (HLTAs) for numeracy
- Supporting pupils with Autistic Spectrum Disorder (ASD)
- Speech and Language support
- Numeracy

4.10 Securing equipment and facilities

Glenthorne works very closely with external agencies to ensure we have the right level of funding should a pupil require additional equipment to support their SEND. We seek support from these agencies to guarantee that we not only procure the best value, but also the correct equipment to support the pupils.

4.11 Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their goals each term, using SEND Support Plans
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHCPs
- Lesson observations
- Sampling of pupil and parent feedback

Interventions found to have low impact for a pupil or group of pupils will be addressed. The SENCO will need to determine the cause of the low impact and will try to identify whether the intervention needs to be delivered differently or whether the pupil(s) would benefit from a different intervention. Generally, the impact of interventions on an individual pupil will be reviewed after one to two terms. In addition, there is continuous teacher assessment within the subjects and more formal data collections twice a year.

Every year group has a Head of Year who monitors the progress and attainment of a year group and who may liaise with the SEND Department with regard to whether additional intervention is required.

4.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before- and after-school clubs.

Pupils are encouraged to go on our school trips; where there is additional risk involved, then we would complete an individual risk assessment to check that we could manage the level of risk presented. In the majority of cases, a robust risk assessment would mean that it was possible for pupils to attend these trips, and all reasonable adjustments will be made, as required.

All pupils are encouraged to take part in the opportunities that Glenthorne has to offer, for example: sports day; school performances; workshops or immersion days.

Pupils are not excluded from taking part in these activities because of their SEN or disability – the school will put in place reasonable adjustments to support the individual pupils' level of need.

Glenthorne has an accessibility plan which takes into account our duties under the Equality Act 2010. The plan can be accessed through the school website.

In terms of admissions arrangements, the school does not differentiate between pupils with SEND and other applicants. However, in the case of pupils with an EHCP, the school liaises with the local authority to assess if the school can meet the pupil's needs. We welcome and support the admission of pupils with disabilities – we would undertake additional transition activities to ensure that we were fully aware of what difficulties that pupil may have and we would seek to put in place actions which would mean they can access a mainstream education as fully as their peers. All pupils applying for a place at the school will be requested to sit either the banding test (with reasonable adjustments as required) or the performing arts aptitude workshop.

The school recognises its duties towards disabled examination candidates as defined under the terms of the Equality Act 2010 and makes every effort to ensure that students with SEND are able to access exams, following the guidance from the Joint Council for Qualifications (JCQ). We will explore access to relevant courses and support access to chosen courses. We will submit timely applications for access arrangements and make reasonable adjustments to the service the centre provides to disabled candidates.

Pupils with SEND are assessed at the beginning of Year 10 to check their eligibility for access arrangements such as rest breaks, extra time or the use of a reader, scribe or word processor. A pupil will be eligible if the arrangement is their normal way of working and if the relevant test scores fall below the prescribed threshold. The SENCO is responsible for determining the access arrangements required for pupils within the school. Parents and carers can access the JCQ guidance online <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration> .

4.13 Support for improving emotional and social development

Glenthorne has a strong ethos of pastoral care which we feel is exemplified through our Year system. Where it has been identified that additional support for social and emotional needs is required, the SEND Department and Pastoral Teams can refer to either internal or external specialist services which include:

- Mentoring including house buddies, staff and MAPs
- ELSA provision
- Groups to develop social awareness and self-esteem
- Access to specialist support e.g. CAMHS

- Outreach behaviour services from the local area
- School counselling services
- Lunchtime and after-school clubs

There is a robust Anti Bullying Policy in place which seeks to support individuals and their families.

4.14 Working with other agencies

Glenthorne works with a range of external agencies such as:

- Educational Psychology Service
- Occupational Therapy Service
- Speech, Language and Communication Service
- Sensory Impairment Service
- School Nurse
- Child and Adolescent Mental Health Service
- Special Educational Needs Team
- Voluntary team – School Pastors
- Sutton Information, Advice & Support Service (SIASS) – formerly Parent Partnership
- The Virtual School Head
- Children’s Social Care and individual pupil’s social workers.

When appropriate and there is agreement between the school and pupil and/or parents/carers, Glenthorne will refer to an external agency for support, guidance, strategies or advice to ensure that the pupil is able to access the curriculum.

Parents/Carers will be kept informed via telephone/email/letter and consent is sought before a referral is made to an external service.

4.15 Complaints about SEND provision

In accordance with the school’s Complaints Policy, complaints or comments regarding SEND provision should be raised with the SENCO in the first instance. Parents and pupils will be invited for a meeting to discuss their concerns at the earliest opportunity, with the aim of resolving the issue. If the matter needs to be taken further, then it will be passed on to the Deputy Headteacher (Inclusion) and then the Headteacher. If necessary, the school’s formal procedures for complaints will be invoked through the Complaints Procedure.

4.16 Contact details of support services for parents and pupils with SEN

Further information about the support available within school and across the London Borough of Sutton can be found online <http://localoffer.sutton.gov.uk/> .

Parents can obtain advice about SEND matters from the Sutton Information, Advice and Support Service. This service can be contacted on 020 8770 4145.

5 ROLES AND RESPONSIBILITIES

Supporting pupils with Special Educational Needs is the responsibility of all our staff.

The role of the Governing Body:

The Governing Body is responsible for ensuring that:

- All legal requirements are met
- Every effort is made to secure the necessary provision for any pupils who have Special Educational Needs.
- A qualified teacher is appointed to act in the role of SENCO and to be responsible for all aspects of Special Educational Needs in the school
- The SENCO is line managed by a member of the Senior Leadership Team (SLT) who represents SEND within the SLT
- Information regarding a pupil's Special Educational Need, once known, is circulated to all who teach him/her
- Teachers in the school are aware of the importance of identifying and providing for those who have Special Educational Needs
- There is effective integration of pupils with Special Educational Needs within the school community
- The website contains information on provision for SEN and pupils with disabilities
- The school makes reasonable adjustments for students with disabilities.
- The designated Governor for Special Educational Needs is appointed by the Governing Body

The SENCO is responsible for:

- The day-to-day operation of provision made by the school for pupils with Special Educational Needs in line with the SEND Code of Practice and this policy.
- Managing and developing the HLTAs, TAs and SEN Administrative Assistant.
- Liaising with the Head teacher, Pastoral Team and Learning Support Team on all matters of SEND.
- Monitoring the SEND register.

- Organising and managing special support learning programmes e.g. Speech and Language.
- Monitoring and tracking SEND pupils' progress in general and on the above programmes.
- Devising and monitoring SEND Support Plans and ensuring these are reviewed termly
- Providing direction for other staff in this area of work including the identification and co-ordination of the delivery of appropriate training.
- Ensuring that the school's SEND policy and practice identify and meet the needs of pupils resulting in improved standards of achievement.
- Evaluating the effectiveness of the involvement of staff from outside agencies.
- Effective liaison with parents/carers, outside agencies, feeder primary schools and for those pupils transferring from other secondary schools.
- Preparing and forwarding the required documentation and reports for statutory assessment and review.
- Identifying and assessing pupils for exam access arrangements.
- Ensuring pupils are adequately supported in both internal and external exams.
- Contributing to senior management groups within the school on issues pertaining to Special Educational Needs.
- Monitoring new developments and supporting introduction into the school.
- Liaison with the Sixth Form Team regarding SEND students who are transferring to the Sixth Form.
- Ensuring the effective use of resources.

The role of the Subject Leader:

- To promote the provision for special educational needs in their subject area by liaison with the Learning Support Team and through development of an appropriate curriculum, appropriate materials, teaching approaches and assessment.
- To ensure information is provided to support the operation of this policy.
- To monitor the progress of all pupils with appropriate tracking.
- To maintain records of interventions used to support pupils' progress.

The Role of the Head of Year:

- To ensure information is provided to support the operation of this policy.
- To monitor the progress of pupils with appropriate tracking.
- To collate teacher referrals and refer on to the SENCO if threshold is reached.
- To liaise with the SENCO and Assistant Headteacher responsible for their year group regarding pupils who fall within the Social, Emotional and Mental Health SEND category.

The Role of the Teacher:

- To deliver high quality, adaptive teaching, using the ordinarily available provision guidance and SSP/pupil passports to inform planning.
- To be responsible for the progress of the SEND students in each class
- To be the first point of contact for parents/carers and pupils.
- To liaise with the Learning Support Team in the setting of future targets during the review process for those students on the SEND register.

The Role of the Literacy Intervention Co-ordinator:

- Organise withdrawal groups and reading intervention programmes.
- Monitor the progress of pupils receiving interventions and implement appropriate strategies/interventions for improvement.
- Identify, train and support Teaching Assistants and Teachers to deliver interventions.
- Monitor, evaluate and review the progress of pupils in withdrawal groups and the effectiveness of the Literacy Intervention programme.
- Liaise with SENCO concerning SEND pupils to ensure maximum progress.
- Communicate with parents regarding the selection of pupil for intervention programmes.

The Role of the Numeracy Intervention Co-ordinator:

- Organise withdrawal groups and numeracy intervention programmes.
- Monitor the progress of pupils receiving interventions and implement appropriate strategies/interventions for improvement.
- Identify, train and support Teaching Assistants and Teachers to deliver interventions.
- Monitor, evaluate and review the progress of pupils in withdrawal groups and the effectiveness of the Numeracy Intervention programme.
- Liaise with SENCO concerning SEND pupils to ensure maximum progress.
- Communicate with parents regarding the selection of pupil for intervention programmes.

6 REVIEWING THE POLICY

This policy will be reviewed annually, in consultation with pupils, parents, staff and governors. The next review of the policy will be July 2024.

APPENDIX 1: SUPPORT AVAILABLE FOR PUPILS AT GLENTHORNE HIGH SCHOOL

	For all pupils (where appropriate) – ordinarily available provision	Plus for some pupils – targeted provision	Plus for a few – specialist provision
Communication and Interaction	<ul style="list-style-type: none"> Increased visual aids / modelling Structured school day and class routines 	<ul style="list-style-type: none"> Visual timetables Differentiated curriculum planning, activities, delivery and outcome Prompting / assistance with communication 	<ul style="list-style-type: none"> Weekly/daily check-ins Access to ASD Base provision Homework Club for ASD pupils Speech and Language Therapy assessment Direct Speech and Language intervention (therapist or TA) Social communication skills training 1:1 support on school trips
Cognition and Learning	<ul style="list-style-type: none"> Reading rulers Coloured transparencies / overlays Laptop access Homework Club 	<ul style="list-style-type: none"> In-class TA support Literacy intervention (small group) Numeracy intervention (small group) SEN Homework Club 	<ul style="list-style-type: none"> Literacy intervention (1:1 or 1:2) Educational psychologist assessment Exam access arrangements such as extra time or having a reader Signposting to alternative providers / courses (KS4/5) Reduced timetable
Social, Emotional and Mental Health	<ul style="list-style-type: none"> School nurse Signposting to outside agencies Whole school behaviour policy Whole school reward and sanctions system Peer mentor Staff mentor 	<ul style="list-style-type: none"> Head of Year / SENCO / SLT report card Time-out cards External mentor (e.g. Sutton volunteers, MAPS) Pastors for listening support School counsellor (group or course) Behaviour support (group or course) 	<ul style="list-style-type: none"> School counsellor (1:1) Behaviour support (1:1) CAMHS assessment ELSA support Referral to MASH for pupil or parent support Referral to the Virtual School / STARS / Smart Centre for pupils unable to access mainstream education Respite / 'time out' placement at The Limes College
Sensory and Physical	<ul style="list-style-type: none"> Writing slopes Pencil grips Laptop access School nurse Fiddle toys 	<ul style="list-style-type: none"> Enlarged or adapted resources Staff aware of implications of physical impairment Toilet pass 	<ul style="list-style-type: none"> Advice from the sensory impairment team (VI/HI) Exam access arrangements Modified exam papers 1:1 support on school trips Occupational therapy programmes