

Context

This policy was developed in consultation with parents/carers, staff and pupils and has regard to:

- The SEND Code of Practice: 0-25 years – 2015.
- Part 3 of the Children and Families Act 2014 and associated regulations.
- Equality Act (2010) including **reasonable adjustments**.

This policy is in line with the teaching and learning policy and equality of opportunity policy and aims to support inclusion for all WHGS pupils. The responsibility for the management of this policy falls to the Principal, Head of the Secondary Phase and Head of the Primary Phase; the day-to-day operation of the policy is the responsibility of the SENCO. The Local Governing Body, the Principal, the Heads of School and the SENCO will work closely to ensure that this policy is working effectively.

Vision

William Hulme's Grammar School is highly aspirational for all our students including students with SEND through our inclusive practice. We are dedicated to working as a team as a whole school from Primary through to successful post-16 pathways; with the child and parents at the heart. We ensure everyone feels happy, supported and valued. Our commitment to providing Quality First Teaching ensures barriers are removed, allowing access to a broad, engaging and supported curriculum, building better futures for all.

Rationale

United Learning academies will ensure students with Special Educational Needs and disabilities (SEND) realise their potential and are successful. William Hulme's Grammar School is a 3-18 all through academy. This policy aims to provide consistency in provision across all phases and will name each phase where it is deemed necessary for a different approach due to the age and needs of the pupils.

The United Learning Trust is committed to ensuring that the necessary provision is made for every pupil within their schools' communities. The Trust celebrates the inclusive nature of their schools and strives to meet the needs of all pupils with a special educational need and/or disability.

High quality teaching which is adapted to meet the needs of the majority of pupils is the first response to supporting pupils with SEND. Some pupils will need something **additional to** and **different from** that which is ordinarily available for the majority of pupils, this is special educational provision and the pupils in receipt of this provision are classified as SEN Support. Each school has a duty to use their best endeavours to ensure that provision is made for those who need it.

William Hulme's Grammar School (WHGS) will ensure that the necessary provision is made for any pupil with SEND needs. WHGS will ensure that all staff are able to identify and provide for these pupils to enable them to partake in all activities in the school in order to reach their full potential.

This policy aims to support all members of staff in providing a framework of support and advice and is based on the underlying principle that we believe:

Every teacher is responsible through Quality First Teaching and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.

Teaching and supporting pupils with SEND is, therefore, a whole school responsibility requiring a whole school response. In order to achieve this, we will work in partnership with parents/carers, pupils, local authorities, specialist providers and other external agencies required to meet the individual needs of pupils.

Aims and Objectives

Aim

To provide an inclusive, stimulating and safe environment which will enhance the learning of all pupils and help them achieve, to their full potential, in all areas. This includes their development of knowledge, skills and understanding to equip them for the next phase of their education, employment or training. By doing this we hope to raise the aspirations and expectations of all pupils, especially those with SEND.

Objectives

- To identify and provide for pupils who have special educational needs and regularly assess and review the provision offered.
- To endeavour to ensure that a pupil with SEND gets the support needed.
- To have regard to the statutory guidance provided in the SEND Code of Practice (2015).
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To implement a graduated approach to meeting the needs of pupils identified as SEN Support.
- To appoint a teacher responsible for the coordination of SEN provision (SENCO) and ensure they have the relevant training and qualification to undertake the role.
- To provide training, support and advice for all staff as often as is appropriate and necessary.
- To ensure that all students with SEND are offered full access to a broad, balanced and appropriate mainstream curriculum that sets high expectations for every pupil whatever their prior attainment.
- To work in partnership with parents/carers to enable them to make an active, empowered and informed contribution to their child's education.
- To take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education.
- To work collaboratively with external agencies and specialists including those from Social Care and Health.
- To ensure the Equality Act 2010 duties for pupils with disabilities are met.
- In conjunction with the Medical Policy, make arrangements to support pupils with medical conditions and to have regard for statutory guidance supporting pupils with medical conditions.
- To have regard for any other guidance issued by the United Learning Trust.

Identifying Special Educational Needs

The SEND Code of Practice (2015) defines SEND as a child or young person who has a learning difficulty or disability which calls for special educational provision to be made for the pupil.

A pupil 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 facilities generally available in a mainstream school.

It is important to note that a pupil who has a disability may not necessarily have a specific educational need.

The SEND Code of Practice (2015) identifies four key areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

These four broad areas give an overview of the range of needs that are planned for, but the needs of the whole pupil are identified in order to establish what provision is required to meet their primary need, not just by the category in which they are placed. William Hulme's Grammar School will take into account pupils' needs in all four key areas and make appropriate provision, including where this does not impact on cognition and learning.

William Hulme's Grammar School will have regard to the SEND Code of Practice 2015 when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed that SEND provision is being made for their child.

The progress made by all pupils is regularly monitored and reviewed as part of high quality, scaffolded planning by teachers. Where concerns are raised about a pupil's progress or if they fall behind their peers, additional support will be provided under the guidance of the class teacher. This information will be shared with parents as and when appropriate, for example at parents' evening.

Where concerns are raised about a pupil's progress, despite support and high-quality teaching, the class teacher will seek advice from the SENCO. Together, they will then assess if a pupil has a significant learning difficulty and agree appropriate support.

Where a pupil is identified as having SEND, the SENCO and the class teacher will take action to support effective learning by removing any barriers and put effective special educational provision in place. This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach – assess, plan, do, review.

The school will notify the parents immediately that SEN Support is being offered and share with them the provision that is being put in place. This will be reviewed termly (three times per year) with the parents, the child and class teacher.

Each pupil on the SEND register will be assigned a key worker who will work with the pupil, parents and teachers on the assess, plan, do, review process. Specialist LSAs are in place for Cognition and Learning, Communication and Interaction and Social Emotional and Mental Health areas of need to support teachers, pupils and parents. In addition, the SEND team liaises with the Medical Needs Lead to support pupils with sensory and or physical needs as appropriate.

The Graduated Approach to SEND

Assess:

In identifying a pupil as needing SEN support, the class teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on:

- the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.

- the pupil's development in comparison to their peers.
- the consideration of national data along with the parents' views and experience, the pupil's views and, if relevant, advice from external support services.

This assessment will be reviewed regularly to ensure support and intervention are matched to need and barriers to learning are identified and overcome, so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEN, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

Plan:

Parents/carers, with their child, will meet with the pupil's key worker LSA and the class teacher or SENCO as necessary to decide on the interventions and support to be put in place as well as the expected impact on progress and development. A clear plan will be produced. The date for review will depend on the level of need present but will be at least once per term.

The plan will clearly identify the areas of need, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the review will take place. A copy of the plan will be given to parents/carers and the child if appropriate.

The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.

Do:

The class teacher remains responsible for working with the pupil on a daily basis and 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 SENCO will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.

Review:

The review will take place on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and will include the views of the pupil and their parents/carers.

Parents/carers will be given information about the impact of the support and interventions provided, enabling them to be involved in planning the next steps. Where appropriate, other agencies will be asked to contribute to this review.

This review will feed back into the analysis of the pupil's needs. The class teacher, working with the SENCO, will then revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parents/carers and the pupil.

Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

When a pupil has made sufficient progress in their area of need, such that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and adaptive teaching, they will no longer be seen as requiring SEN Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the school's SEN register and may be monitored through the Additional Needs list.

SEN Provision

Learning Support staff are available to assist with pupils on the SEND register and work with pupils and parents to remove barriers to learning. The Learning Support area is a safe, secure and stimulating environment in which pupils who require intensive one-to-one, or group work can receive that support as part of their provision.

In addition to mainstream learning support, the school offers Resourced Provision. Specialist staff are employed in the Resourced Provision including a Resourced Provision Manager and Specialist LSAs. The Resourced Provision caters for 12 students placed in the Secondary Phase. The Local Authority decides which pupils should be allocated a Resourced Provision place. Pupils must have an EHCP and a diagnosis of Autism.

Suggestions for teaching and learning strategies are provided in their one-page profile and reasonable adjustments; it is worked on with pupils and parents and circulated to all teachers. This document outlines a pupil's individual strengths and needs and provides strategies of support for the pupils. The document is regularly reviewed and updated throughout the year.

Four Main Areas of Need the SEN Code of Practice 0-25, (2015) outlines four main areas of need:

Area of Need	Definition	Examples
Communication and Interaction	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty understanding what is being said to them or they do not understand or use social rules of communication.	Speech & Language and Communication Needs (SLCN) Speech & Language Impairment (SLI) Autism Spectrum Disorder (ASD), including Asperger's Syndrome.
Cognition and Learning	Support for learning difficulties may be required when children and young people learn at a much slower pace than their peers, even with appropriate interventions through Quality First Teaching. Specific learning difficulties.	Moderate Learning Difficulties (MLD) Severe Learning Difficulties (SLD) Profound and Multiple Learning Difficulties (PMLD) Dyslexia, Dyscalculia, Dyspraxia
Social, Emotional and Mental Health Difficulties	Children and young people may experience a wide range of social and emotional difficulties. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.	Mental Health Difficulties (anxiety, depression, self-harm, substance misuse, eating disorders) Attention Deficit Disorder (ADD) Attention Deficit Hyperactive Disorder (ADHD) Attachment Disorder (AD)
Sensory and/or Physical Needs	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people will require specialist support and/or equipment to access their learning.	Vision Impairment (VI) Hearing Impairment (HI) Multi-Sensory Impairment (MSI) Physical Disability (PD)

Examples of interventions:

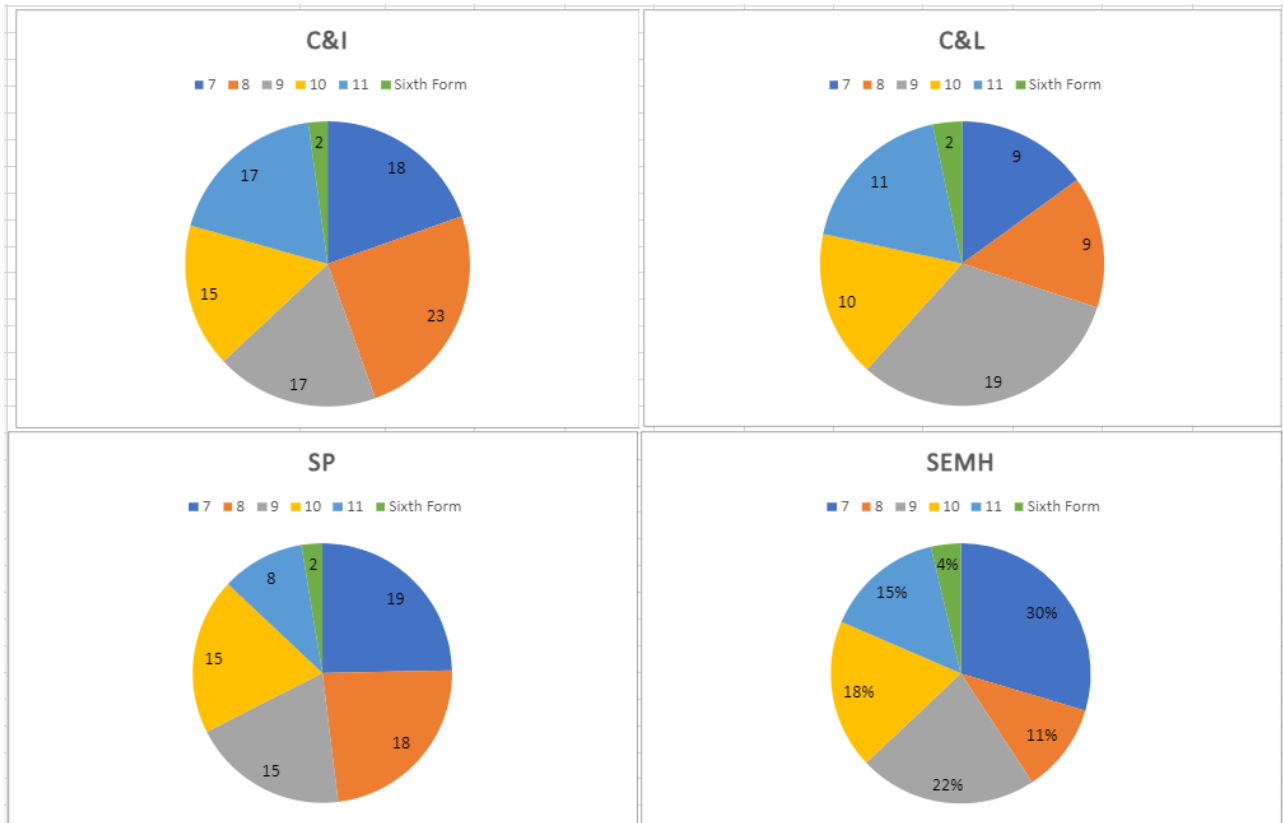
- LSA in class support
- Reading comprehension support in class and Zen Zone
- Numeracy
- Handwriting support
- Lego club
- Behaviour outreach
- Sensory Circuits
- Key-worker meetings
- Counselling
- Coffee afternoons
- United Lions club
- Lunch clubs
- Homework Club

For our most complex learners: Wave 3

- SEND and Pastoral Leadership Team review
- Zones of Regulation
- Calm to connect
- Weekly sessions with LSAs 1:1
- External Agency support
- EP or learning support services
- CAMHS clinic, referral and intervention
- Applications EHCP
- Small groups
- Behaviour management sessions
- Individual Healthcare Plan
- Learning mentor support
- Individual support during practical subjects
- Exam access review and support
- SENCO/SEND AP identifies training needs for staff and ensures this is accessed

SEND Context 2023-24

Year Group/ Area of Need	Four areas of SEND:			
	C&I	C&L	SP	SEMH
7	18	9	19	8
8	23	9	18	3
9	17	19	15	6
10	15	10	15	5
11	17	11	8	4
Sixth Form	2	2	2	1



SEND Leadership Team

Primary	Secondary
Mrs B Britton (SENCO) Mrs D Richardson (SENCO) Mrs A Meredith (Assistant SENCO)	Mrs Patricia Stewart (SENCO) Ms Chloe Metcalf (Resourced Provision Manager and Lead Teacher) Mrs R Dorling (Assistant SENCO)

Provision in the Primary Phase

Support and provision vary according to the individual needs of pupils and is based on what outcomes are to be achieved for that pupil. The following support is available in school:

A Learning Support Assistant (LSA) targets support across a cohort of children depending on their needs. This adult may check in with pupils, provide specific 1:1 or group interventions, scaffold or question learning. This adult is also the point of contact for children should they need support with non-academic issues.

A team of Specialist LSAs works to guide practice, provide additional support for pupils, prepare resources and training and ensure pupils needs are being met and that the SEND policy is being followed.

A Quiet Space – a quiet, calm space that is sectioned off from busy areas and available to pupils as and when needed. Children select their name and how they are feeling to use the space enabling adults to intervene where necessary.

‘Time out’ and ‘Take a Walk’ cards are used for pupils that need regular breaks in the day.

Interventions offered in the Primary Phase are:

- Communication and Interaction

All interventions in this area are set up and supported by a trained Speech and language Therapist who works one day a week in the school. This individual is also responsible for devising, delivering and training staff on individual therapy programmes for children.

Communication and Interaction

- 1:1 sessions
- Narrative groups
- Lego therapy
- Pre-Teaching Vocabulary groups
- Language Boost group
- Attention and Listening Group
- Colourful Semantics
- Phonological awareness/Speech sounds groups
- Friendship Programme
- Social Skills group
- Attention Autism
- Intensive Interaction
- Word Agents

Cognition and Learning

- SHINE interventions (Reading and Maths)
- Read Write Inc
- 1:1 Read Write Inc
- Nessy Reading and Spelling
- 5 Minute boxes for Maths and English
- IDL Literacy and Numeracy

Social, Emotional and Mental Health

- Talkabout
- Play Therapy
- Group Therapy
- Learning Mentor 1:1 support
- Circle of Friends
- Happy in my skin
- A tummy full of fireworks
- Zones of Regulation
- Comic Strip Conversations
- Starving the Anxiety Gremlin
- Starving the Anger Gremlin
- CBT toolbox

Sensory and/or Physical

- Motor Skills United
- Sensory Circuits
- Dough Gym

Provision in the Secondary Phase

Each pupil on the SEND register is assigned a key worker. This person acts as the first point of communication with parents and the pupil's 'go to' person in school. The key worker oversees the half termly 'assess, plan, do, review' process in conjunction with parents and pupils. This review process creates targets for pupils to work towards and informs the type of provision and support they need in school.

Support and provision vary according to the individual needs of pupils and is based on what outcomes are to be achieved for that pupil. The following support is available in school:

- Key worker
- Form time organisation/pastoral support
- In class support
- Parent Diary communication
- Coloured overlays/exercise books
- Laptops/ Chromebooks/ Ipads to use in class
- Pupil One Page Profiles (distributed to teachers)
- Reasonable Adjustments on Arbor
- Time out Cards
- Sanctuary at break and lunch times
- Homework club after school
- Smaller sized teaching sets for English, Maths and Science

The Department also runs termly interventions for pupils in a specific area of support. Examples of interventions are:

Communication and Interaction

- Social Communication Groups
- Lego Therapy
- Talkabout KS4

Cognition and Learning

- KS4 Study Skills
- Book Box

Social Emotional and Mental Health

- Zones of Regulation
- Starving The Anxiety Gremlin
- Calm to Connect

Sensory and/or Physical

- Sensory Circuits
- Motor Skills United
- Touch Typing

Statutory Assessment of Needs (EHCP)

A small number of pupils, whose needs are complex and long term, may require a greater level of support than the school can provide from its own resources. For these pupils all the evidence from the graduated approach process will be gathered and a request made to the local authority to conduct an Education, Health and Care Needs Assessment. This may result in an Education, Health and Care Plan being provided. William Hulme's Grammar School follows the Local Authority's guidance for this process and involves parents/carers and the child from the beginning.

Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all pupils, including those with SEND, follows the school's assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

Pupil progress is tracked termly, and where pupils are not making sufficient progress, additional information is sought, and appropriate action taken.

Supporting Pupils and Families

WHGS values and accepts the positive role and contribution parents/carers can make. Every effort is made to work in full co-operation with them, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information to enable them to reinforce learning in the home.

At William Hulme's Grammar School, parents/carers are supported so that they are able to:

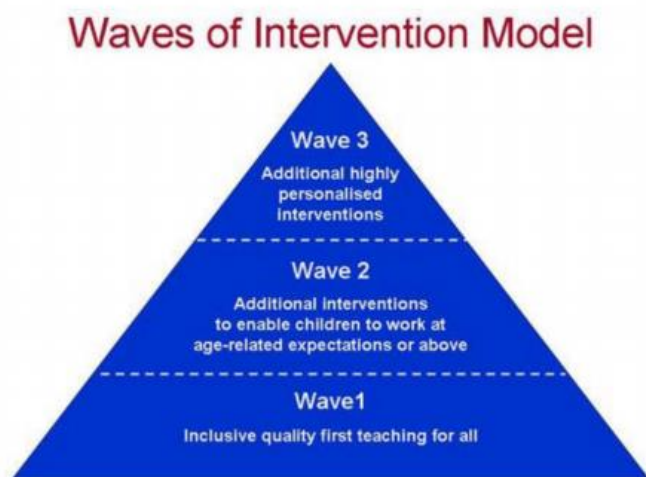
- Feel fully supported and taken seriously should they raise a concern about their child.
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- Understand procedures and documentation.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.
- Have the opportunity to meet with the class teacher or keyworker LSA. The SENCO is happy to meet with parents/carers, whenever possible.

More information about the support offered to parents/carers from the Local Authority can be found within their [Local Offer](#).

Waves of intervention

We are committed in removing barriers, so all pupils are supported and able to access and broad, engaging and balanced curriculum journey:

- Subject specific pre/post review of curriculum linking to Quality First Teaching
- Flexible and bespoke resources
- Use of recommended resources
- Provision of exams and access arrangements



Children in Care

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Looked after Children.

Pupil Voice

The views of pupils are held highly and the importance of gaining genuine pupil views is recognised in promoting the best possible pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of their annual review, as part of meetings with SEND staff and at the end of a targeted intervention. All pupils are asked to contribute to the setting of their own targets.

Partnership with External Agencies

The School is supported by a wide range of different agencies and teams. The school's SEN Information report details which agencies the school has worked with in the last 12 months. This report can be found on the school website and is up-dated annually.

Roles and Responsibilities

Provision for pupils with Special Educational Needs is a matter for the school as a whole. In addition to the Local Governing Body, Principal, Heads of School and SENCO, all members of staff have important responsibilities.

Local Governing Body

The Local Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- Use their best endeavours to make sure that a pupil with SEN gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs.
- Ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- Designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO.
- Inform parents/carers when they are making special educational provision for a child.
- Prepare an SEN information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

The Principal and Heads of School

The Principal and Heads of School have responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with special educational needs. The Principal and Heads of School will keep the Local Governing Body fully informed on Special Educational Needs issues. The Principal and Heads of School will work closely with the SENCO and the Governor with responsibility for SEND.

In collaboration with the Principal and Primary Phase Headteacher and Local Governing Body, the SENCO determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The SENCO

The school SENCOs have responsibility to ensure that the Code of Practice is followed throughout the Primary and Secondary Phases. The day-to-day running of the Department rests with the Primary and Secondary Phase SENCOs, Assistant SENCOs, Learning Support Manager and Resourced Provision Manager (SEND team).

The SEND team co-ordinates the provision for individual pupils, working closely with staff, parents/carers and external agencies. The SENCOs provide relevant professional guidance to colleagues with the aim of securing high-quality teaching for pupils with Special Educational Needs.

Through analysis and assessment of pupils' needs, monitoring the quality of teaching, reviewing the standards of pupils' achievements and target setting, the SENCO and SEND team develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENCO and SEND team liaise and collaborate with class teachers so that learning for all children is given equal priority.

The principal responsibilities for the SENCO and the SEND Leadership team include:

- Overseeing the day-to-day operation of the SEND policy.
- Co-ordinating provision for SEND pupils and reporting on progress.
- Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Monitoring relevant SEN CPD for all staff.
- Managing the Inclusion team.
- Overseeing the records of all pupils with special educational needs and ensuring they are up to date.
- Liaising with parents/carers of children with special educational needs.
- Contributing to the in-service training of staff.
- Being a point of contact with external agencies, especially the local authority and its support services.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned.
- Monitoring the impact of interventions provided for pupils with SEND.
- To lead on the development of high-quality SEND provision as an integral part of the School Improvement Plan.
- Working with the Principal and Heads of School and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements.

All Teaching and Non-Teaching Staff

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, adapted for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

- Class teachers are responsible for the progress and development of all pupils including those with SEND.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENCO to carry out a clear analysis of pupil needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment
- Class teachers will ensure that any pupil on SEN Support is provided with the required support as outlined in the graduated approach plan and clearly identifies this provision on their class lesson plans for every lesson
- Learning Support Assistants will liaise with the class teacher and SENCO on planning, on pupil response and on progress in order to contribute effectively to the graduated response.

Training and Development

Training needs are identified in response to the needs of all pupils. Several staff have specific training in speech and language, literacy and numeracy interventions. All staff attend a training session at the beginning of the school year to outline SEND procedures and learn how to support specific pupils.

The SEND team offers whole school training in response to staff voice and specific pupil needs. In the Primary Phase, all members of teaching staff meet with the Primary SENDCO every term to discuss the progress of pupils and the support and provision that is being offered. In the Secondary phase the SENCO meets with the pastoral team every term to discuss the progress of pupils and the support and provision that is being offered.

Funding

Funding to support the majority of SEN pupils in mainstream schools is delegated to the school's budget. It is the expectation that schools provide support for their pupils with SEN from their SEN budget. Where the school is not able to meet the needs of a pupil from its budget, "top-up" funding from the local authority is sought. Where a pupil is in receipt of additional funding allocated via an EHC plan, the school will use its best endeavours to ensure it is spent effectively to meet the needs of the pupil and to deliver the outcomes as set out in the EHC plan.

Storing and Managing Information

Pupil records and SEN information may be shared with staff working closely with SEN pupils to enable them to better meet the individual pupil's needs. Pupil SEN files are kept in a locked cupboard or filing cabinet and all electronic information is stored on the school system in compliance with our School Systems and GDPR Policy.

Complaints

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy.

If there continues to be disagreement with regard to SEND provision, the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

Admissions

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010, disabled children are not discriminated against in respect of admissions for

a reason related to their disability. Best endeavours will be made to provide effective educational provision.

William Hulme's Grammar School will ensure that students with SEN are admitted on an equal basis with others in accordance with its admission policy. Where necessary in the Secondary phase, support will be given to enable students to access the Fair Banding Assessment and Modern Foreign Languages Aptitude Test for Year 7 applicants.

The SENCO is frequently consulted in advance of application by parents of students with Special Educational Needs and is always willing to offer appropriate advice.

Those accepted by the school are visited in their Primary Schools or previous settings and their needs discussed with parents and teachers in order to ascertain appropriate provision.

Where a Local Authority proposes to name WHGS in an Education Health Care Plan (EHCP) made in accordance with section 324 of the Education Act 1996, the school will be sent a consultation and will outline whether the pupils' needs can be met and whether a place will be offered or not. If it is deemed that it would be incompatible with the provision of the efficient education of other children, this will be outlined in the consultation response to the Local Authority. The school shall admit any child in whose Education Health and Care Plan it has been appropriately named. In deciding whether a child's inclusion would be incompatible with the efficient education of other children, the school shall have regard to the relevant guidance issued by the Secretary of State to maintained schools. In the event of any disagreement between the school and the Local Authority over the proposed naming of WHGS in an Education Health and Care plan, the school may ask the Secretary of State to determine whether it should be named. The Secretary of State's determination shall be final.

Transition Arrangements

Prior to admission, any known Special Educational Needs of each child who has accepted a place will have been taken into consideration in order to ensure the child will have the maximum chance of accessing the curriculum.

Before starting Nursery in EYFS, staff make home visits to all children and liaise with health visitors if appropriate. Parents are also heavily involved in transition visits to Nursery and Reception classes. For transition within KS1 and KS2, information is shared from previous settings, parents and class teachers. Transition visits are planned according to individual needs.

In the Secondary Phase, a small number of vulnerable children may need extra support in the transition from Primary School to cope with the demands of moving around a large campus, changing subjects and teachers each lesson and generally being part of a large community. There is a facility for these children to be placed in a smaller group, in Years 7, 8 and 9, which share a scaffolded curriculum and access to a Learning Support Assistant. To further support pupils, the school's Assistant Principal and SENCO deliver Inset on their needs and support strategies, raising awareness across the school for all staff.

Access Arrangements

Access arrangements are the way in which awarding bodies comply with the duty under the Equality Act 2010 to make reasonable adjustments. At William Hulme's every effort is made to ensure that those pupils who require access arrangements receive them. This is based on diagnostic testing as well as history of need and normal way of working. The SENCOs work closely with all teaching staff to complete the application to the awarding bodies.

In the Primary Phase, pupils are monitored and assessed using a body of evidence in support of access arrangements needed. Standardised assessments are also used to form these judgements. The appropriate guidance is used when making applications for access arrangements.

Policy Information and Review

This policy will be reviewed annually. It will be monitored by the Assistant Principal (SEND) and updated and revised, if necessary, during the annual cycle.

Designated Lead Person/s	Mrs D J Richardson and Mrs R J Britton (Primary SENDCOs) Mrs P Stewart (Secondary SENCO)
Reviewed	Annually
Date of last review and by whom	July 2024 Mrs D J Richardson / Mrs P Stewart
Nominated Governor	Mrs J Andrews
Approved by Local Governing Body	30/09/2024
Next Review Date	July 2025

