



Byrchall High School

SEND Policy 2026

Approved by:	P Paul	Date: September 2026
Last reviewed on:	September 2026	
Next review due by:	September 2027	

General Introduction

Byrchall High School's SEND Policy has been drawn up following Code of Practice Guidelines published in 2014. The purpose of the Code of Practice is to give practical guidance about provision to children with special educational needs. The Code sets out guidance on policies and procedures aimed at enabling students with special educational needs to reach their full potential, to be included fully in their school communities and make a successful transition into adulthood. For the vast majority of children their needs can be met from their mainstream school. Some children will require additional help from the school's Special Educational Needs Department. Children with special educational needs are defined by the Code of Practice as follows: This SEND Policy details how the school will strive to ensure that the necessary provision is made for any student who has SEND and those needs are made known to all who are likely to teach them.

“Children have special educational needs if they have a Learning difficulty which calls for special educational provision to be made for them.”

Children have a Learning difficulty if they:

- Have a significantly greater difficulty in Learning than the majority of children of the same age, (or within their peer group).
- Have a disability which prevents or hinders them from making use of educational facilities provided for children of the same age.

Children will not be regarded as having a Learning difficulty solely because their language is different from the language in which they are taught.

Special Educational Provision means “educational provision which is additional to or otherwise different from the educational provision made generally for children of their age in schools maintained by the LA.”

Aims and Objectives

All Staff and Governors at the School will do their best to meet the Special Educational Needs of all students and this will be achieved by:

- Admitting all students to the school based on the school's published admissions procedures and welcoming all students, including those with SEND.
- Enabling all students to be offered access to a broad, balanced and relevant curriculum with the maximum degree of social and educational inclusion.
- Identifying resources to implement the identified policy and procedures and evaluate its implementation.
- Enabling teachers to make appropriate provision for all their students through the provision of appropriate support, information and advice. Learning Support Assistants (Teaching Assistants) are employed by the school to provide in-class and other support. Commercial and in-house resources will be used and adapted to meet the needs of individual students.

- Developing a partnership between parents, students and the school, in which each has an active role to play in the education of students with special educational needs.
- Developing a wide community involvement in special educational needs through the multi-agency partnership and other local initiatives to the benefit of the students.
- Continued development of Dyslexia Friendly status (The School was awarded Dyslexia Friendly status in June 2009 and re-verified in February 2023).

Management of SEND

Procedures and structures used to identify and support pupils with Special Educational Needs

All children progress at different rates, but where children are not making adequate progress, despite having access to quality first and adaptive teaching, reasonable adjustments and intervention they may be identified as having a Special Educational need.

The school will measure student progress by referring to:

- Teacher observation / assessment
- Performance against key performance indicators
- Standardised screening or assessment tools

Lack of progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches.
- Working at levels significantly below age expectations, particularly in literacy or numeracy.
- Presenting persistent emotional and/or behavioural difficulties, which have not been managed by behavioural strategies usually employed.
- Sensory or physical problems that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions to access Learning.

If a child is already on the Code of Practice list, then that provision will continue, or be monitored until the Special Needs Department or parents are satisfied the child no longer needs to be on the code of practice. Primary liaison meetings are considered to be a vital part of the process of identifying and supporting students. Students with SEND will have their needs discussed prior to admission. Some will be offered additional support in the preceding term to help them get to know the school and support staff. Every effort will be made to offer them individual support during the “settling in” period.

At Byrchall High School all students sit the Cognitive Abilities Tests, NGRT reading test and are screened for spelling by completing a standardised spelling test in their English lessons. Children with standard scores significantly below average range will receive further screening and/or intervention. Additionally, parents or subject specialists may refer a child for further assessment if they are concerned.

The school has strong links with TESS (Targeted Educational Support Services) who regularly assess pupils. Students may be referred to the Educational Psychologist if it is considered necessary and parents give consent.

Managing SEN Provision

Role of the Governing Body

The school Governing Body has important statutory duties towards students with special educational needs which are described in the new Special Educational Needs Code of Practice – paragraphs 1:16 – 1:22.

- The governing body should, in co-operation with the head teacher, determine the school's general policy and approach to provision for children with SEND, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.
- The governing body may appoint a specific governor to take a particular interest in and closely monitor the school's work on behalf of children with SEND. The Governor with responsibility for SEND at Byrchall High School is Mrs Tracey Hughes.
- The governing body must report to parents annually on the school's policy on SEND.

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Headteacher should keep the governing body fully informed and work closely with the school's SEND Co-ordinator.

The Special Educational Needs and Disability Co-ordinator (SENCO)

The SENDCO is an Assistant Headteacher line managed by the Headteacher, working closely with other colleagues to ensure the strategic development of the SEND policy and provision. The SENDCo has responsibility for day-to-day operation of the school's SEND policy and for co-ordinating provision for students with SEND through their EHCP or SEN support status.

The SENCO will:

- Oversee the day-to-day operation of the school's SEND Policy.
- Organise staffing arrangements for SEND support staff.
- Disseminate SEND information to support and teaching staff.
- Manage SEND provision through the devolved SEN budget.
- Co-ordinate provision for students with SEN including those on SEN support and EHC plans.
- Liaise with, advise fellow teachers, and support staff.
- Keep accurate records of all SEND students.
- Liaise with parents of SEND children.
- Contribute to in-service training.
- Liaise with external agencies.
- Liaise with other schools when appropriate.
- Co-ordinate the writing of IEPs/ Pupil Passports.

- Arrange and if appropriate deliver INSET for all teaching staff.
- Deliver training/INSET to new staff and ECTs.
- Manage and co-ordinate the work of Teaching Assistants and ensure performance management in place for them.
- Plan, deliver and evaluate INSET for all Teaching Assistants.

Teachers

All teaching and non-teaching staff should be involved in the development of strategies to support the school's SEND policy and be fully aware of the school's procedures for identifying, assessing, and making provision for students with SEND.

They are responsible for:

- Monitoring progress of SEND students.
- Devising strategies and identifying appropriate methods of access to the curriculum.
- Working with the student and providing further help as appropriate.
- Supporting the strategies on the IEP/ Pupil Passport written by the SEND Department.

Teaching/Learning Support Assistants

Learning Support Assistants support the teaching and learning of individuals and groups of students throughout the school. Learning Support Assistants will:

- Support students in achieving targets identified on IEPs/ Pupil Passports and statements.
- Work under the direction of the SENCO and other special needs teachers.
- Work under the direction of subject specialists in the classes they are supporting.
- Support the differentiated provision for students as identified in school support strategies.
- Plan and monitor work and progress so students requiring individual interventions in numeracy, literacy, and behaviour management.
- Deliver appropriate targeted interventions to individuals and groups.
- Contribute to IEPs/ Pupil Passports and pupil passports.

Resources for SEND

The school is funded to meet the needs of all their students through its core budget (Element 1 funding) but is additionally funded to support provision for SEND through:

- Deprivation and underachievement factors based on the number of students receiving free meals and those underachieving on entry. (Element 2 funding)
- Funding for specific pupils to meet their assessed needs using "EHCP" (Element 3 funding) or top up funding from the local authority.

The incoming money is spent on employment of Learning Support Assistants, to support in small groups during registration or in-class, for buying specialist materials and resources. It is also used to pay for the training of SEND staff and/or their cover. The school is also able to provide smaller than average groups for students in some sets.

Schools are now expected through Element 1 and 2 funding to meet the first 15 hours of each student's additional support needs.

Staff Development

The school is committed to developing the expertise of all staff to enable them to meet the needs of students.

For SEND this includes:

- Department meetings.
- SEND link teacher meetings
- INSET for support staff.
- SENCO Network meetings.
- SEND updates and training as part of the school calendar.
- Optional SEND INSET on a variety of issues regarding SEND
- INSET and additional support for newly and recently qualified staff

Monitoring and Evaluating Provision

As part of their school evaluation of school effectiveness the SENDCo and other staff will monitor the effectiveness of the policy and procedures in meeting the needs of students with SEND. Success factors will include:

- Early identification of students with SEN.
- Student views and opinions taken into account through the student comment forms completed before the annual review.
- The school and parents working in a partnership. Parents are invited to complete the Parent Comment sheet before the annual review.
- Interventions and teaching provision are regularly reviewed and evaluated via individual progress and data collection.
- The school working in close co-operation with other agencies and fosters multi-agency working.
- EHC, Individual Educational Plans and Pupil Passports which are regularly reviewed.
- Annual review feedback from parents.
- Individual student's attainment of the targets included in IEPs / Pupil Passports.
- Annual tests/assessments
- Achievement in Standardised assessment
- Provision for special needs students leaving the school.
- Students into KSS and next steps in terms of intended and sustained destinations and appropriate CEIAG.

Assessment and Action

Provision for students with Special Educational Needs

A graduated response as outlined in the Special Educational Needs Code of Practice is in place. Provision is "educational provision, which is additional to, or otherwise different from, the educational provision made for other children of the same age."

This may include:

- Provision of specialist or adapted equipment or Learning materials.
- Additional regular individual or small group support.
- Access to specialist support from other agencies.
- Attend provision.

This provision will be identified and managed by the SENDCo but will be planned and delivered by specialist teaching and support staff. The response will provide support which will enable the student to achieve appropriate progress.

Differentiated school support

Prior to identification as having SEND a pupil will have had access to adaptive teaching programme which might include:

- Targeted support and monitoring by a subject teacher within the classroom environment.
- Additional home-school Learning opportunities.
- Referral to our schools in house Intervention Team

If a child is still not making progress despite this support the school will consider further intervention over a short period of time.

Such intervention may include:

- Provision of different Learning materials or specialist equipment.
- Individual support on a regular basis

If, despite this support, a child continues not to make adequate progress, more intervention support may be required.

Progress can be defined in a number of ways and might be progress which:

- Closes the attainment gap between the student and the pupils' peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attachment baseline, but less than that of the majority of peers
- Matches or betters the student's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in social/personal skills
- Demonstrates improvements in student behaviour in terms of frequency, severity and the time taken to achieve regulation
- Is likely to lead to appropriate accreditation
- Is likely to lead to participation in further education, training and/or employment.
- Incremented progress towards agreed goals

At this stage, pupils will be identified as having an SEN. The first stage of this is SEN Support.

SEN Support

When students are not making progress despite some additional provision then the school may seek the advice and involvement of external support services. They will be requested to:

- Provide specialist assessments.
- Give advice on teaching strategies or materials.
- Provide short term support or training for staff.

The school may engage a range of support agencies including TESS, St Helens Literacy Support Service, The Sensory Support Service, Speech and Language Services, Occupational Therapy, The Behaviour Support Team element of TESS.

Parents and the student will also be involved and in consultation a new IEP/ Pupil Passport will be written with new strategies put in place. Should the assessments identify that the student requires additional provision on a regular basis for an extended period then the school may apply for additional resources with the permission of the parents. The application will be evaluated against criteria established by the LA.

Needs Assessment

If after SEN Support interventions a student is still not making progress and has demonstrated significant cause for concern, the school may decide to request a formal needs assessment. The request to the Authority, for either an EHCP or top up funding will be assessed and may be passed to a Panel which will judge whether the LAs criteria for issuing an EHC plan is met. If the application does not meet the criteria the LA may make recommendations to the school as to how the student's needs can be met. If an EHC Plan is issued, the student's needs will be identified, and funding provided to enable the school to meet the cost of supporting the student. The LA will outline the breadth and scope of such provision. The EHC Plan or Top up funding will be reviewed formally each year and recommendations made as to whether it should continue or cease to be maintained.

Planning and Reviewing

The strategies which will be employed for students identified as having SEND will be recorded on an IEP/Pupil Passport reflecting provision that is additional to or different from normal differentiated provision. Contents of the IEP/ Pupil Passport will include:

- A description of the student's strengths and difficulties with test results.
- Targets to be reached in a specified time.
- Teaching strategies to be used.
- Additional provision to be put in place.
- When the plan is to be reviewed.
- Student aspirations and interests
- Student actions
- Parental actions

The IEP/ Pupil Passport will be communicated to staff who support the child's Learning via the subject Link Teacher. A copy of the IEP/ Pupil Passport will also be kept in Departmental files. Parents, students, and other professionals involved will also receive a copy. IEPs/ Pupil Passports will be kept under review twice a year at Parents' Evening and in the summer term. Students who are statemented will have their formal annual review which is a legal requirement. The student, parents SEND and other appropriate staff will be involved in identifying and setting new targets.

Pupil Participation

The school acknowledges the student's role as a partner in his/her own education. This participation will be developed in the decision-making process by:

- Listening to and valuing their views.
- Involving students in Review meetings to discuss progress and future provision.
- Involving students in target setting.
- Recording a student's views as part of any review procedure.

Partnership with other bodies

The school aims to work with other agencies in order to provide an integrated support based on the needs of the student. Co-operation between the school, the LA, the health services and social services is vital if we are to secure the most effective assessment, intervention and deployment of resources for students with SEND.

The school works closely with:

- TESS (Targeted Education Support Services).
- Wigan and St Helens Educational Psychology Service.
- Wigan and St Helens Sensory Support Services.
- Speech and Language Therapy.
- Occupational Therapy.
- School Health Service.
- Social Services Educational Welfare.
- Startwell.
- CAMHS Wigan and St Helens.
- Primary Schools.
- Other schools and education providers.
- Alternate provision provider
- Careers service

The Role of Parents, Students and Others

Partnership with Parents

The school actively seeks to work with parents and values the contribution they make. We aim to support parental partnership by:

- Ensuring positive attitudes towards parents by listening and reacting to their concerns.
- Ensuring effective communication.
- Acknowledgement of the parents' role as a partner in the education of their child.
- Recording parents' views as part of the Review procedure.

Parents will always be informed when their child has been identified as having SEND and their views will always be considered.

The parents of any student with either special educational needs or concerns regarding their child's progress are welcome to telephone or make an appointment to visit school to discuss their concerns with the appropriate member of staff.

SEND School Offer

As detailed in the COP, all schools are required to make a School offer regarding SEN. This is posted on the school website and is attached as an appendix with this policy – School SEN offer needs to be attached as an appendix.

Arrangements for considering complaints

If parents wish to make a complaint about the educational provision for a SEND student, they are invited to discuss their concerns with the SENDCO. If they are still dissatisfied they should contact the Headteacher. If the matter is not resolved parents will be advised of the School's complaints procedure and the name of the LA Parent Partnership Advisor will be provided.