

# SEND and Disability Policy Statement 2025-2026



Policy Approved:  
Policy Renewal:

Reviewed by Maghull High School Local Governing Board

The Trustees of Southport Learning Trust are committed to safeguarding and promoting welfare of children and young people at every opportunity and expect all staff and volunteers to share this commitment.

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## **1. INTRODUCTION**

At Maghull High School, our vision is to ensure that all pupils enjoy high-quality learning experiences through which they can achieve their full potential. Our ethos is to encourage all pupils to be actively involved in their own learning and embody the school motto of *Aspire, Achieve and Enjoy*.

The present Maghull High School policy has been reviewed and amended in consultation with School Governors, SLT, Parents/Carers, and external agencies, with regard to the SEND Code of Practice 0-25. (September 2014.)

The aim of this policy (in conjunction with the School Information Report) is to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)

- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN.

This policy and our information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- *Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities*

- *The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs), and the SEND information report*

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

## **2. DEFINITION OF SEND AND THE SCHOOL ADMISSION POLICY**

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of their peers
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

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

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

### **The 4 areas of need**

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

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

<b>Area of Need</b>	<b>Description</b>
<i>Communication and Interaction</i>	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.

	<p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
<i>Cognition and Learning</i>	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
<i>Social, emotional and mental health</i>	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways.</p>
<i>Sensory and/or physical</i>	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### **Admissions:**

Maghull High School has adopted the Sefton Admission policy and admissions are co-ordinated by the Local Authority. This does not discriminate against pupils with Special Educational Needs and a Disability.

*'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEND. Pupils with special educational needs but without Education Health and Care plans must be treated as fairly as all other applicants for admission.'* (Code of Practice 1:33)

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

(Equality Act 2010 – Advice for school leaders, school staff, governing bodies and local authorities)

At Maghull High School, we are committed to promoting equality of opportunity and inclusive education for all pupils, including those with Special Educational Needs and Disabilities (SEND). Our admissions process is fully compliant with the *School Admissions Code*, the *Children and Families Act 2014*, and the *Equality Act 2010*.

The SEND Team at Maghull High School is always happy to liaise with prospective pupils and families. We encourage early engagement and can facilitate individual meetings, virtual or in-person tours of the school, and tailored discussions to help parents and carers understand the support available for their child.

### **3. Inclusion and equal opportunities**

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

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life. The accessibility of Maghull High School is outlined in the school Accessibility Policy.

#### **4. Aims and Objectives.**

'Every Teacher is a Teacher of SEND.'

All pupils at Maghull High are valued and respected equally and their needs must be addressed. By developing a whole school approach to Special Educational Needs and disabilities, we will ensure an efficient delivery of the curriculum by all staff to all pupils and help ensure the inclusion of all. Children with Special Educational Needs and disabilities may require special educational provision to ensure the greatest possible degree of access to a broad and balanced education, including the National Curriculum, as may those children who are academically 'gifted'. All pupils at Maghull High have access to a broad and balanced curriculum differentiated to enable them to understand the relevance and importance of an appropriate education. Lessons have clear learning objectives and success criteria, are differentiated appropriately and assessed to inform the next stage of learning. The school's Teaching and Learning Policy promotes best practice towards students with SEND.

Relevant information is shared with parents/carers of pupils on Special Needs Support or with an Education Health and Care Plan (EHC Plan). They receive regular details on the agencies involved with their child's education and are signposted according to their child's needs. Key information is also shared within the school to ensure teachers are up to date with developments.

The school aims to:

- Promote independence, equality and consideration for others.
- Support all children to excel by offering different pathways for progression.
- Equip pupils with the skills and attributes necessary for adult life.
- Celebrate the wide range of our pupil's achievements.
- Create a welcoming atmosphere for parents/carers and other stakeholders.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

#### OBJECTIVES

- To identify and provide for pupils who have Special Educational Needs or a Disability in accordance with the SEND Code of Practice 0-25 (2014).

- To promote a whole school responsibility towards those pupils with Cognitive and Learning, Communication and Interaction, Social, Mental, Emotional and Health and Sensory/ Physical Difficulties.
- To make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to a balanced curriculum.
- To assess and monitor the progress of pupils with SEND to ensure they are able to reach their full potential.
- To create a school environment where pupils can contribute to their own learning.
- To work with parents / carers and ensure they are involved in all stages of their child's education.
- To liaise with external agencies when a pupil's needs cannot be met by the school alone.
- To provide a Special Educational Needs and Disability Co-ordinator who will provide support and professional guidance to staff to ensure High Quality teaching for pupils with SEND.
- Each pupil must be given the opportunity to experience a school which is caring, supportive and where there is equal provision and inclusion regardless of age, ability, race or culture.
- To enable pupils to develop, as fully as possible, their abilities, interests, aptitudes and to make additional provision if necessary.

To be pro-active in enabling all pupils with Special Educational Needs or a disability to have full access to a broad, balanced, relevant and differentiated curriculum and the wider school life and activities

- To ensure that all pupils with Special Educational Need and / or a disability are identified early, assessed and catered for within the school and make the best possible progress, preparing them for adulthood
- To reflect the 2014 Code of Practice in stating that teachers, as is the case now, are responsible and accountable for the progress and development of the pupils in their classes

## **5. IDENTIFICATION OF SEND**

“A pupil has SEND where their learning difficulty calls for special educational provision, that is provision that is different from or additional to that normally available to pupils of the same age”. Making higher quality teaching available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.” (The New Code of Practice 2014 6.12)

It is essential that pupils with SEND are identified as early as possible so appropriate provision, access and interventions can be implemented.

Indicators and evidence for pupils with SEND include:

- Primary school information (Including Key stage 2 data).
- Close liaison with Primary Schools prior to admission.
- Enhanced transition visits and meetings with Y6 parents
- SATs information
- FFT information (Fischer Family Trust).
- School Assessments (Access Reading Test, Diagnostic Spelling Test, CATs).
- Concerns expressed by staff.
- Concerns expressed by parents/carers.
- Concerns expressed by pupils.
- Support and testing from outside agencies- including educational psychologists.

## **6. Roles and Responsibilities.**

This Policy was created by the school's Assistant Head Teacher (AHT) for Inclusion in liaison with the SLT, the SENCO, the SEN Governor, parents and staff. The AHT for Inclusion is Mrs. H. Howe and she can be contacted at school on 0151 527 3955 or by email [howeh@maghullhigh.com](mailto:howeh@maghullhigh.com)

The SENCO is Mrs H. Corrigan, and she can be contacted at [CorriganH@maghullhigh.com](mailto:CorriganH@maghullhigh.com).

### **The Role of the AHT for Inclusion.**

The Assistant Headteacher for Inclusion plays a key strategic and operational role in leading the school's inclusive practice, ensuring that all pupils, particularly those with Special Educational Needs and Disabilities (SEND) are fully supported to achieve their potential within an inclusive learning environment. They champion the needs of vulnerable learners and work closely with staff, families, and external agencies to remove barriers to learning.

### ***Key Roles and Responsibilities:***

- Lead the strategic development of inclusive practices across the school, ensuring that SEND provision is high-quality, compliant, and responsive to pupil needs.
- Oversee the implementation of the SEND policy, working closely with the SENCO to monitor provision, progress, and outcomes for pupils with SEND or disabilities.
- Promote a whole-school culture of inclusion and equity, providing training, support, and guidance to staff to meet the needs of all learners.
- Liaise with families, external professionals, and agencies to coordinate support, ensure effective communication, and secure appropriate resources for pupils with additional needs.

### **The role of the SENCO**

#### ***Key Roles and Responsibilities:***

- Ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEN.
- Advising and supporting colleagues
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting, and liaising with professionals or agencies beyond the setting
- The SENCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Overseeing the day-to-day operation of the school's SEND policy and updating it annually in conjunction with the AHT for Inclusion and overseeing and updating the school's SEN information report in line with statutory guidelines
- Co-coordinating provision for children with SEND
- Advising on the graduated approach to providing SEN support
- Discuss allocation and deployment of SEND budget with the Head teacher in order to meet pupils' needs
- Liaising with parents of pupils with SEND
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services

- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Monitoring and supporting a graduated approach of Assess, Plan, Do and Review
- Ensuring that resources and support are allocated and maintained to all those individual pupils who may need additional provision of support staff in our schools including Teaching Assistants
- Reviewing the work of other adults regularly. In reviewing pupil progress and tracking achievement, SENCOs should review targeted support on a regular basis
- Being actively involved with the analysis and interpretation of data for the whole school and in the planning and intervention of those pupils not making expected progress and plan and monitor appropriate interventions
- Ensuring that the school keeps the records of all pupils with SEND up to date for example participation of pupils in clubs and activities, SIMS, SEN register.

### **The role of the Governing Board/Board of Trustees**

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual.

#### *Key roles and responsibilities:*

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report

- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

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## **The role of the Headteacher**

*Key roles and responsibilities:*

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.
  - Work with the SENCO, AHT for Inclusion and SEND link governor to determine the strategic development of the SEND policy and provision within the school
  - Work with the SENCO, AHT for Inclusion, and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Have an overview of the needs of the current cohort of pupils on the SEND register
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## **The SEND Governor**

The member of the Local Governing Body linked with Special Educational Needs and Disabilities is Claire McDonough [McdonoughC@Maghullhigh.com](mailto:McdonoughC@Maghullhigh.com) and Louise Leggett [LeggettL@Maghullhigh.com](mailto:LeggettL@Maghullhigh.com)

### *Key roles and responsibilities:*

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Head teacher and SENCO to determine the strategic development of the SEND policy and provision in the school

## **Class teachers**

### *Key roles and responsibilities:*

- Planning and providing high-quality teaching that meets pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents/carers

## **Parents or carers**

Parents and carers play a vital role in supporting their child's education and are encouraged to share any concerns about their child's progress or development. Those with a child on the SEND register will be invited to participate in discussions and decisions about the support provided, through review meetings and discussions with key workers. The school values and considers parents' views, including information about support outside school, and works in partnership with them to agree aspirations and ensure the best possible outcomes. Parents will also receive an annual report on their child's progress.

## **The pupil**

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

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings

➤ Giving feedback on the effectiveness of interventions

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

## Staffing Structure.

### Senior Leadership Team

Staff member	Role
Mr. M Kay	Head teacher
Mr. P Hitchen	Deputy Headteacher (LAC)
Mrs. S Cassidy	Assistant Headteacher – Quality of Education – Curriculum
Mr. P Dawson	Assistant Headteacher- Behaviour, Attitudes and Rewards
Mrs. H Howe	Assistant Headteacher – SEND & Inclusion
Mrs. N. Murphy	Assistant Headteacher – Quality of Education – T+L
Ms. K Robinson	Assistant Headteacher – Strategic Lead for STEM. Personal Development & Disadvantaged students
Mr. M Couttie	Associate Assistant Headteacher - Director of KS5
Ms. B. Low	Associate Assistant Headteacher- Attendance and belonging
Mrs R Watson	Associate Assistant Headteacher- Lead for Safeguarding/ Pastoral Manager/DSL

### The SEND Team

Staff member	Role
Mrs. H Corrigan	SENCO
Mrs. F Rivers	Assistant SENDCO
Mr. J McQuade	Student Support and Well-being manager
Mrs. S Wareing	Learning Mentor
Mr. P Brady	Learning Mentor
Mrs. L Stewart	Intervention Manager
Mrs. S Smith	Excel Co Ordinator
Miss A Murphy	SEMH HLTA/Inclusion Hub Coordinator
Miss K Adams	Cognition and Learning HLTA
Mrs. D Woolley	Communication and Interaction TA3
Miss L Towers	Sensory and Physical TA3

Mrs. D. O'Donnell	Sensory and Physical TA3
Mr. E Harris	TA3
Mrs. J Stewart	TA2
Mrs. S Hodgkinson	TA2
Mr. M Mayhew	TA2
Miss. C Durrant	TA2
Mr. W Brade	TA2
Miss B Barton	TA2
Ms. K Houghton	TA2
Ms M. Monroe	TA2
Ms. J Tanner	TA2
Mrs. N Gibson	TA2

The SEND department is line managed by the AHT for Inclusion and the SENCO

## **7. SPECIALIST SEN AND DISABILITY PROVISION**

Provision for pupils at Maghull High with special educational needs and / or disability is the responsibility of the school as a whole with specialist guidance from the AHT for Inclusion, the SENCO, the Governing body, and the Head teacher. All teaching staff are teachers of pupils with special educational needs. At Maghull High, we adopt a graduated response to meeting special educational needs and/or disabilities (see also the SEND information report)

## **8.SEND Information report**

The school publishes a SEND information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

## **9. SEND SUPPORT**

Pupils are only identified as SEND Support if they do not make adequate progress once they have had all the interventions within good quality personalised teaching. This is known as 'SEND Support'. The SEND Support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised. This cycle is known as the graduated approach (Assess, Plan, Do and Review).

### Assess

In Assessing a child/young person the school will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil, their previous progress and attainment. This is put in the context of the individual's development compared to the school's core approach to pupil's progress, attainment and behaviour

and their peers and national data. The pupil's own views are sought as are those of external support services if involved. The school liaises fully with any outside agencies who are conducting the assessments. Any concerns by parents are actively listened to and recorded. Assessments are reviewed on a regular basis.

### Plan

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

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, SharePoint and Provision Map, and will be made accessible to staff in a pupil passport/support plan.

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home

### Do

The School's SENCO supports the subject teacher in problem solving and advising on the effective implementation of support and in further assessments. The teacher remains responsible for working with the child and where the interventions involve group or one to one teaching away from the teacher, they remain responsible for overseeing this and work closely with teaching assistants or specialist staff involved to plan and assess the impact of support and how they can be linked to classroom teaching.

### Review

Reviews are carried out on the agreed date. Some children have an EHC (Education, Health and Care Plan). These must be reviewed by the local authority in partnership with the school at least annually. These reviews often take part on a termly basis and are arranged at school and are part of the SENCO role. When we review, we evaluate the impact and quality of the support and take into account the views of the parents and pupils. This feeds back into the analysis of the pupil's needs. The teacher working with the SENCO will revise the support in the light of the pupil's progress and development and any changes to support and outcomes will be made in consultation with the parent and pupil. We strive to provide clear information to parents about the impact of support and interventions provided enabling them to be involved in planning next steps.

In transition to another setting, information to be passed on will be shared with parents and pupils and this may involve others being present at review meetings and the SENCO attending meetings offsite to support the transition process.

In many cases the pupil's needs are effectively met within the school. Where a pupil continues to make less than expected progress despite evidence-based support and interventions it may be necessary to involve specialists from outside agencies. Parents will

always be informed and involved in the decision to seek the advice of a specialist. Parental consent will be formally required by agencies.

SEND support requires the initial use of classroom and school resources before bringing in specialist expertise (if deemed necessary in the future). The SENCO will take the lead in co-ordinating, additional or different provision within school to enable the pupil to learn more effectively. The SENCO will work closely with parents/carers, teachers and pupil and may produce a Pupil Profile, outlining specific, measurable targets and strategies to meet them.

The pupil's progress will be carefully monitored, and Pupil Profiles will be reviewed regularly. For pupils whose progress continues to cause concern, the school may request support and advice from external agencies (e.g., Educational Psychologist, Speech and Language Therapist, Outreach Workers, the ADHD Foundation). Advice on new targets and additional strategies will be implemented by the class teacher based on the advice received from outside agencies. Some children may require multi-agency involvement, and it may be appropriate to prepare an EHAT (Early Help Assessment Tool).

### **Statutory Assessment**

In applying for statutory assessment, the school presents evidence of the action taken as part of SEND Support. This would only happen after previous school/outside agency interventions have not had sufficient.

### **10. Inclusion and Facilities for vulnerable pupils and those with SEN and/or disability**

At Maghull High we have taken all necessary arrangements to ensure all pupils regardless of any disabilities can fully access the building and extended facilities.

We have done this in the following ways:

- Radiowave hearing equipment
- AB Tutor- Computer screen sharing
- Ramps
- Disabled toilets
- Phoenix Centre to support well-being.

We have recently developed expertise in the following areas:

- Whole School Reading initiatives
- Targeted literacy support.
- ASD awareness for all staff and pupils

- ASD Pupil workshops
- Targeted Parent Coffee Mornings
  - ADHD and reasonable adjustments.
- ADHD staff training and pupil workshops
- Revisit and review of our Mental Health Support for pupils.

### ***Allocation of resources for vulnerable pupils, those with SEN and disabilities***

All pupils with SEND are funded from the school's budget. For those pupils with the most complex needs, additional funding (High Needs Funding) is retained by the Local Authority. This is accessed by the SENCO, in liaison with an Inclusion Consultant, submitting an individual application to an authority panel who will determine whether the level and complexity of need meets the threshold for this funding. The school allocates SEND funding in the following ways:

- Learning Support Teachers and Learning Support Assistants
- Training for all teachers and teaching assistants so that they can meet pupils' needs more effectively e.g. Mental Health
- Specialist books and equipment
- In class and withdrawal support, e.g. 1:1 reading support
- Disabled toilet facilities
- Purchasing and maintenance of ICT and electronic equipment
- ICT software e.g. Power Up
- School Counsellor salary
- Work of external services
- EAL Support Worker.

### ***Inclusion in Whole School Activities***

All pupils are encouraged to participate fully in the life of the school. This includes extra-curricular clubs and activities. The SENCO monitors the attendance of children with SEND to ensure that there is good representative participation from these groups.

### ***Identification and review of pupil needs***

Early identification of pupils with SEND is a crucial factor in overcoming barriers to learning. The SENCO works closely with the school data manager to interrogate the school tracking data, including Attendance data and ASP (DfE's Analysing School Performance tool) The ability to identify SEN and adapt teaching in response to the diverse needs of pupils is a core requirement of the teachers' standards (2012). Teachers are guided and supported in this by the SENCO, and information is shared appropriately and frequently. Although the SENCO has overall responsibility for identifying pupils with SEND in the school, it is recognised that other members of teaching and pastoral staff have a key role to play in this process. This is part of the collective responsibility and collaborative approach of the school.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care and attention. Where there is uncertainty about an individual pupil, the school will link with parents (through interpreters if required) to ascertain whether the pupil is developing in their home language in line with peers and siblings. The LA provide an EAL Service which the school is a part of and through the support of a specialist teacher the school can ascertain if there is an underlying SEND. A teaching member of staff provides EAL lessons and mentor sessions for those EAL students requiring support.

Pupil Profiles are reviewed during the year and any necessary updates made as a result of new interventions or new information. Parents/carers have the opportunity to attend Annual Reviews for SEND Support students and have access to the SENCO through Parents' Evening events. Reviews are pupil centred and follow an assess, plan, do and review model. All of this must be seen in the light of a high-quality teaching approach delivered through the school's Teaching and Learning policy.

### ***Assessment Procedures for New Students***

Assessment for new Year 7 students begins long before they arrive via a comprehensive transition programme detailed elsewhere. During the first term, pupils undertake the GL Assessment (Cognitive Attainment Test). This is administered with due regard to the conditions stipulated spread over three sessions with breaks in between and in a controlled environment and is externally marked. Pupils also take the NGRT Reading test to establish reading age and gaps in their literacy-based knowledge. Students take a baseline assessment in all subjects and a Mathematics baseline paper in the first two weeks of the school year and are placed in appropriate classes as soon as possible using the data from the tests, transition information and teacher assessment. Students arriving at the school into any year group at any other time of year are tested to allow rapid and correct placement into classes and sets.

### ***Access to the curriculum, information and associated services***

All pupils at Maghull High have equal access to a broad and balanced curriculum, differentiated to enable ALL pupils to understand the relevance and importance of an

appropriate education. This promotes self-esteem and confidence that will lead to pupils making good progress that is closely monitored.

Pupil worksheets are written in language which is accessible to them with regard to font type and size, colour of paper/pens used etc. For some students, (e.g. students with photo sensitivity, Irlen's or Dyslexia) school will provide buff coloured paper and coloured overlays to help them access the class text.

Teachers use a wide range of strategies to meet a pupil's special educational needs. Lessons have clear learning objectives; teachers differentiate appropriately and assess to inform the next stage of learning. (Refer also to the Teaching and Learning Policy). The Equality Act 2010 states that education providers must also make 'reasonable adjustments' to ensure that disabled students are not discriminated against. Making reasonable adjustments could include:

- Changes to practices or procedures
- Changes to physical features
- Changes to how learners are assessed
- Providing extra support and aids (such as specialist teachers or equipment)

Relevant information is shared with parents/carers of pupils who access support from outside bodies. They receive regular details of the agencies involved with their child's education and are signposted according to their child's needs. Key information is also shared within the school to ensure teachers are up to date with developments.

### ***The Phoenix Centre***

At Maghull High, we believe that every child is of equal importance and that we must do our best to remove any barriers to learning. The Phoenix centre has been set up to help specific pupils cope better with and access mainstream education in a successful way. The centre is a wellbeing area and provides an understanding, safe and enjoyable environment for pupils who may find school difficult due to, for example:

- Physical disability
- A specific learning difficulty
- General learning difficulties
- Emotional/social difficulties
- Frequent absence because of medical or home problems
- Refusal to attend school
- Low self esteem

The Phoenix Centre is overseen by a wellbeing team and a graduated approach is followed using the school's wellbeing offer. The area is a base where pupils with socialisation difficulties can interact with their peers in a regulated, non-judgemental environment and where appropriate behaviour is modelled. It is also a space for quiet learning away from the classroom when a student is overwhelmed or dysregulated.

Regular mentoring sessions are timetabled in the centre and the area is used for interventions and external support staff from outside agencies. Identified students have access to the Phoenix Centre as a social space before and after school and during break and lunchtime.

The referral process into the centre follows the Wellbeing graduated response. If a Head of Year or member of SLT believes a pupil would benefit from time in the centre, they refer their concerns to the Phoenix Team, who will triage the referral, meet with the student and then produce a suggested program of support.

Reasons for referral could include Re-integration back into school following a prolonged absence, sensory issues, low self-esteem, emotional issues, socialisation, illness and incapacity. Social Communication Groups and 1:1 Reading support also take place in this area as well as the various Intervention rooms.

## **11. SUPPORTING CHILDREN WITH MEDICAL CONDITIONS**

Maghull High School ensures that all pupils with medical conditions, in terms of both physical and mental health, are properly supported in school so they can play a full and active role in school life, remain healthy and achieve their academic potential. For further details please refer to the 'Supporting Students with Medical Conditions at School and Medicines policy'.

## **12. LOOKED AFTER CHILDREN AND PREVIOUSLY LOOKED AFTER CHILDREN (LAC)**

Please refer to the separate school policy 'Looked-after and previously looked-after children' which reflects the statutory guidance in 'Promoting the education of looked-after children and previously looked-after children' DfE, February 2018.

The DfE guidance states that 'Looked-after children and previously looked-after children are significantly more likely to have SEND than their peers. Any special educational support provided by schools for looked after children with SEND but who do not need an EHC plan, is looked at as part of the child's PEP and care plan reviews. Some children may have undiagnosed special needs when they start to be looked after. As part of the PEP process, there are robust arrangements in place to ensure that any undiagnosed SEN are addressed through the SEND framework. Section 19 of the Children's and Families Act 2014 is clear that when supporting young people with SEN, the local authority must have regard to the need to support and help them to achieve the best possible educational and other outcomes. For children and young people in or beyond Year 9 (aged 13-14) with EHC plans, local authorities have a legal duty to include provision to assist in preparing for adulthood in the EHC plan review. In line with both of these duties and the

corporate parenting principles, the Virtual School Head should encourage high aspirations for children, focussing on their strengths and capabilities and the outcomes they want to achieve.'

### **13. SAFEGUARDING DISABLED CHILDREN**

The DFE offer the following reasons, as examples, as to why disabled children are more vulnerable to abuse:

- Many disabled children are at an increased likelihood of being socially isolated, with fewer outside contacts than non-disabled children
- Their dependency on parents and carers for practical assistance in daily living, including intimate personal care, increases their risk of exposure to abusive behaviour
- They have an impaired capacity to resist or avoid abuse
- They may have speech, language and communication needs which may make it difficult to tell others what is happening
- They often do not have access to someone they can trust to disclose that they have been abused
- They are especially vulnerable to bullying and intimidation
- Looked after disabled children are not only vulnerable to the same factors that exist for all children living away from home but are particularly susceptible to possible abuse because of their additional dependency on residential and hospital staff for day-to-day physical care needs.

Examples of harm or indicators of harm might include:

- A bruise in a site that might not be of concern on an ambulant child, such as the shin, might be of concern on a non-mobile child
- Not getting enough help with feeding, leading to malnourishment • Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, ill-fitting equipment, extreme behaviour modification e.g. deprivation of liquid, medication, food or clothing
- Unwillingness to try to learn a child's means of communication
- Misappropriation of a child's finances
- Invasive procedures which are unnecessary or are carried out against the child's will.

## **Attendance**

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

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

### **14. Evaluating the success of provision**

The Inclusion register is a fluid working document that is constantly updated and therefore the number of pupils on the register will be subject to change. The register is reviewed half termly by the SENCO and involves conversations with the SEND and Pastoral teams.

All teaching and support staff, parents/carers, outside agencies and the pupils themselves are vital to this process. Their feedback, along with the monitoring of provision allows us to evaluate the success of the provision and make timely amendments where required. Data analysis automatically triggers intervention but also monitors the success or otherwise of an intervention. Where interventions have not made the expected impact over the time frame allocated, alternative provision may be offered, and Pupil Profiles modified.

### **15. Working in partnership with parents/carers**

At all stages of processes, the school keeps parents/carers fully informed and involved. Regular meetings are scheduled to share the progress of the pupils with parents/carers and take account of their views. This will support pupils to reach their full potential. Parents/carers are encouraged to make a full and active contribution to their child's education.

In creating the School's Local Offer parental consultation was crucial and parents' views on this were sought, acted upon and valued. This is an ongoing process, and the school operates an open-door policy where parents are encouraged to communicate openly with the school in a timely way should they have any concerns regarding their child/young person.

There are other systems to encourage communication such as parent surveys which are conducted regularly during the year. Where a pupil is receiving SEND Support the school endeavours to talk to parents/carers regularly to set clear outcomes and review progress towards them, discussing the activities and support that will help achieve them and identify the responsibilities of the parent, the pupil and the school.

At all stages of the SEND process the school keeps parents/carers fully informed and involved. Regular meetings are scheduled throughout the academic year to share the progress of the pupils with parents/carers and to take account of their views. It is hoped that this will assist in supporting pupils to reach their full potential.

Parents/carers are encouraged to make a full and active contribution to their child's education. The Examinations Officer liaises with the SENCO to ensure that all pupils

receive the appropriate support for both internal and external examinations. Please refer to the Exams Disability Policy and Exams Access Arrangements Policy.

## **16. SEND TRAINING**

The Senior Management Team and SENCO are responsible for providing ongoing training for all staff on SEND and inclusive teaching, ensuring that pupils with SEND receive high-quality education and can reach their full potential. The SENCO is supported in this role by the Assistant Headteacher for Inclusion.

Maghull High has an Inclusion Team of 20 members, including learning mentors, teaching assistants (TAs), and other specialists with diverse expertise. We also work with external agencies and professionals to provide additional support for our pupils.

Staff receive training and information from the SENCO in the following ways:

- Staff inset and CPD sessions
- Weekly TA briefing.
- Bespoke SEND area for staff on the school Drive.
- Access to strategy banks and pupil information (pupil profiles/support plans).
- Weekly briefings and updates from the SENCO.
- Staff CPD area in the staff drive.
- Southport Learning Trust Insets.

The School's SENCO regularly attends Local Authority network meetings in order to keep up to date with local and national updates in SEND. The Trust also schedules termly SEND meetings attended by all Trust SENCOS, which encourage the celebration and sharing of good practice.

## **17. DEALING WITH COMPLAINTS**

Maghull High school has formal procedures for complaints about the curriculum, which are detailed on the school website and are available in hard copy via the school office. If further clarification is needed, please contact the Head teacher in the first instance.

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the form tutor/key worker/SENCO/ AHT for Inclusion or Head teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Head teacher's PA in the first instance. They will be handled in line with the school's complaints policy, which can be found on the school website.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

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

## **18. POLICY LINKS**

This policy links to;

- School SEND Information Report
- Equality Policy
- Child Protection and Safeguarding Policy
- Exams Disability Policy
- Exams Access Arrangements Policy
- EAL (English as an Additional Language) Policy
- Accessibility Policy

### **REVIEWING THE POLICY**

The policy is reviewed annually through the Local Governing Board of Maghull High School and the Trust Board.

### **APPENDIX 1**

Useful Web addresses

School website [Maghull High School | Aspire, Achieve, Enjoy.](#)

Sefton Council website [http://sefton.gov.uk/schools-learning/special-educational-needs-\(sen\).aspx](http://sefton.gov.uk/schools-learning/special-educational-needs-(sen).aspx)

Government website <https://www.gov.uk/government/organisations/department-for-education>