Alsager School

SEND POLICY

Prepared BY Mrs R Walker
SENDCO
September 2026

Presented for approval
at the Full Governing Body meeting
on 30/09/2026
and subsequently approved and adopted on the same date.

Co Chair of Governors: Mrs A Wheaver & Mr R Fisher

Signature:
Mr R Fisher

Date: 30/09/2026

COMPLIANCE

This policy complies with the statutory guidance in 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 SEND

The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report.
The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities.

The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it.
The Governance Handbook, which sets out governors' responsibilities for pupils with SEND.

The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.

This policy was created by the SENDCO with the SEND Governor and in liaison with the Senior Leadership Team.

SECTION 1
CORE VALUES
At Alsager School we believe that success is the right for all our pupils, to allow them to become confident young people living fulfilling lives and making a successful transition to adult life. We work to ensure that all pupils are included in the life of the school.
We believe that every teacher is a teacher of SEND who has the responsibility to use their best endeavours to meet the needs of learners by removing potential barriers to learning and achievement.

SECTION 2
2.1 AIMS
At Alsager School we endorse the belief that education is the key to opening up the life chances of our pupils and that all pupils should have the right and opportunity to succeed. We have high aspirations and expectations for all pupils, including those with Special Educational Needs.

The aims of this policy are:

- Raise standards of achievement for all pupils identified with Special Educational Needs through a focus on outcomes for pupils and not just hours of provision/support.
- To ensure full entitlement and access for pupils with SEND to high quality education within a broad, balanced, curriculum to enable them to reach their potential.
- To educate pupils with SEND where possible, alongside their peers, within the mainstream curriculum whilst balancing the views of parents and individual pupil needs.
- To expect all pupils to be actively involved and contribute positively to school life.
- To use best endeavours to identify and assess pupils with SEND as early and thoroughly as possible,
- To foster active parent participation in decision-making regarding provision affecting educational progress.
- To support smooth key stage transitions for pupils on entry, within Key Stages and beyond school.

2.2 OBJECTIVES

- To have regard to the Code of Practice on the identification, assessment and recording of Special Needs
- To respond to the requirements of any Education Health Care Plan relating to a pupil in the school
- To set aspirational targets for all pupils.
- To monitor the progress of pupils so that effective teaching and support is given.
- To provide support for all staff to ensure they are equipped with the skills and information to remove potential barriers to learning in their lessons.
- To work with other staff within school and professionals when required to inform SEND support.
- To ensure pupils with SEND are actively encouraged to engage in the opportunities of school life alongside their peers.
- To deliver targeted interventions focussed on outcomes for pupils with SEND where necessary.
- To encourage parents to become partners with the school in their children's education.

SECTION 3
ROLES AND RESPONSIBILITIES.

3.1 The Headteacher and Governors have overall responsibility for the management of SEND.

3.2 The SENDCO has responsibility for pupils with learning difficulties and is responsible for the coordination of their educational provision. The SENDCO is Mrs Ruth Walker. The SLT link for SEND is Liane Young.

3.3 The SENCo is responsible for:

- The day-to-day operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Working with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school Identifying pupils who need additional educational provision, assessing their progress, and maintaining records, having regard for the Code of Practice.
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- Ensuring that pupils with Special Educational Needs receive appropriate teaching, necessary support, and specialist help when needed.
- Providing professional guidance to colleagues and liaising and working with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching.
- Overseeing the role of Learning Support Assistants (LSA).
- Ensuring that all pupils with SEN have a clear and appropriate career path to help them find suitable college/vocational placements when leaving school.
- With the headteacher, monitoring to identify any staff who have specific training needs regarding SEN, and incorporating this into the school's plan for continuous professional development.
- With the headteacher and teaching staff, identifying any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and using these to reflect on and reinforce the quality of teaching

3.4 The SEND link governor is David Dunne

The SEND governor will:

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

3.5 All staff have a responsibility for the education of all pupils in the school.

All teachers have responsibility for:

• Being aware of the pupils' needs in the classroom and adapting learning as appropriate.

• Knowing where pupils with SEN are in their learning and development.

• Planning for the support provided by LSAs and additional adults for pupils attached to their class both in and outside of the classroom environment.

• Having high expectations and ambitions for learners with SEN.

• Tracking pupil progress towards meeting targets and feeding this back to the SEN Team as appropriate.

• Making regular assessments of pupil progress in line with the school assessment policy.

• Ensuring intervention approaches used are evidence based and are having a positive impact on the progress of pupils with SEN.

• Requesting more specialist assessments/ flag concerns where a pupil with SEN appears to be making inadequate progress. This should be done following the Learning Support department's referral process.

SECTION 4
SEN INFORMATION REPORT

Alsager school publishes a SEN 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.

SECTION 5
SEND SUPPORT AT ALSAGER SCHOOL

5.1 IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The school's internal monitoring systems are used to identify pupils who are making less than expected progress given their age and individual circumstances. This can be categorised as progress which:

- Is significantly slower from those of their peers starting from the same baseline.
- Fails to match or better the pupils 's previous rate of progress.
- Fails to close the attainment gap between the pupil and their peers.
- Leads to a widening of the achievement gap

This may include progress in areas other than attainment, for example, wider development or social needs.
When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with scaffolded, high-quality teaching. If progress does not improve, the teacher will raise the issue with the Learning Support Department to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.
Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.
Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.
When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies

- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

All staff are given an overview of the SEN needs of pupils. Pupils who need specialist help which we cannot provide, are referred to the appropriate external agency. All SEN information is made available to all staff via a central SEN Register. Relevant information is also contained on the school's internal database for all staff to access and person- centred pupil overviews which are shared with appropriate staff. Pupils, parents/ carers and other stakeholders are consulted as appropriate for the SEN provision that is to be made for their son/daughter.

5.2 A GRADUATED APPROACH TO SEND SUPPORT

While a pupil has SEND when their learning difficulty or disability requires special educational provision that is additional and different to that normally available to pupils the same age, the provision of high-quality teaching, personalised for individuals is the first step to responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

Once a pupil has been identified as having SEN, we take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through rounds of a 4-part cycle known as the graduated approach.

ASSESS

Where pupils are continuing to make slow progress despite high quality classroom-based interventions, there is a graduated approach to planning targeted interventions and support for individual pupils. Decisions regarding whether to make special education provision involve the teacher along with the SENDCO following a consideration of collected information regarding progress, alongside national data and expectations of progress and any formative assessments carried out.

For higher levels of need, we can also draw upon the advice and support of outside agencies such as the Educational Psychologist, the Cheshire East Autism Team (CEAT) and the Child and Mental Health Service (CAMHS) to support pupils effectively in school.

PLAN

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place and the expected outcomes. 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 SharePoint and Talaxy system and will be made accessible to staff in a pupil overview.

DO

Once the outcome for planned support has been decided, the support is then actioned. This can involve specialist Literacy or Numeracy support, or emotional literacy support delivered either within or outside of the classroom environment. Teachers are responsible for the progress of pupils within the classroom and must have clear expectations and outcomes for the pupils being supported.

REVIEW

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed. The progress towards the identified outcomes and the impact of the specialist support is used to inform the planning of the next cycle or support when required or if outcomes have been fully achieved: its removal.

5.3 LEVELS OF SUPPORT

SCHOOL BASED SEN SUPPORT

When pupils are receiving additional significant specialist education provision, they will be placed on the SEND Register. These pupils have needs that can be met by the ordinally inclusive available provision that is available in school. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

On the census these pupils will be marked with the code K.

If the amount of provision is no longer necessary as the pupils is able to make above expected progress without such intervention, they will be removed from the Register. The progress of pupils removed from the register will continue to be monitored during the year through whole school tracking systems,

EDUCATION, HEALTH AND CARE PLAN

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

On the census these pupils will be marked with the code E.

5.4 EVALUATING THE EFFECTIVENESS OF SEN PROVISION

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

- Tracking pupils' progress through the school's internal monitoring and reporting system.
- Through learning walks, subject deep dives and lesson observations.
- Using pupil voice within subject deep dives
- Book Looks
- Holding annual reviews for pupils with EHC plans
- Parental feedback

SECTION 6

TRAINING OF STAFF

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development. The SENDCO meets with newly appointed staff to explain the structures and systems in place and SEND is incorporated into whole staff training throughout the year.

SECTION 7

LINKS OUTSIDE THE SCHOOL

7.1-Parental Involvement:

We consider that parental involvement in their children's education is a vital component in achieving the greatest possible success and we always encourage parental participation. Parents are invited participate in SEND reviews and attend the school to discuss any issues or concerns they have with their child. Parents can raise concerns directly to a centralised SEND email address (SENDCO@alsagerschool.org). The SEN team aim to be available during Parental engagement events such as new Intake Evenings, Tea, Talk and Toast events and Open Days for parents to speak.

7.2-Links with External Support Agencies:

The Learning Support team work closely with a number of agencies to receive support and advice to ensure the needs of every pupil are met.

We have regular in school meetings and support from staff based at:

- The Educational Psychological Service
- Cheshire East SEN Advisory Team Page
- Cheshire East Autism Team
- Hearing Impaired Team
- Visual Impaired Team
- Young Peoples Services
- School Nursing Team
- Local Social Services and early help providers.
- Local Colleges and Providers of Alternative Provision.

SECTION 8

TRANSITION

During periods of transition between Key Stages, parents are invited to be involved to ensure that choices are collaborative and focus on desired outcomes for pupils

All main feeder primary schools are visited by the SEND Team in the summer term, to gain information from primary SENCos about the children transferring to Alsager School. Early transition is available for high needs pupils on the request of parents/ carers or the primary SENCo. The SENCo will also attend year 5 and 6 annual review meetings on the request of parents/ carers or the primary SENCo.

At GCSE, we strive to ensure all pupils including those with SEND have access to a broad and balanced curriculum and support is tailored to facilitate this.

The SENDCO is responsible for applying for access arrangements for formal examinations. The SENDCO will also be involved in the transition from GCSE to Post 16 ensuring pupils and parents are able to make informed choices about their continuing education. Our Enhancing Futures team is available to support all pupils.

SECTION 9

DEALING WITH COMPLAINTS

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher or a member of the Learning Support department. 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. A parent may wish to seek advice at this time from the Cheshire East information advice and support service (CEAIS) in connection with SEND issues.

Formal complaints about SEND provision in our school should be made to the Headteacher 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.

SECTION 10 - MONITORING AND EVALUATION

10.1 - Evaluating the effectiveness of this policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- How early pupils are identified as having SEND.
- Pupils' progress and attainment once they have been identified as having SEND.
- Whether pupils with SEND feel safe, valued and included in the school community.
- Comments and feedback from pupils and their parents

10.2 - Monitoring the policy

This policy will be reviewed by the SENDCO **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

SECTION 11- LINKS TO OTHER POLICIES

This policy links to the following documents

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy