



BLACON
HIGH SCHOOL

ASPIRE BELIEVE ACHIEVE

SEND Policy (Special Educational Needs and Disabilities)

VISION STATEMENT

We want Blacon High School to be a safe and caring place at the heart of our community, where everyone is valued and supported to aspire, believe and achieve beyond their potential.

Ratified by Full Governing Body: 26th March 2025

Next due for review: March 2026

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1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Our school will:
 - Support and make provision for pupils with special educational needs and disabilities
 - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Help pupils with SEND make a successful transition into adulthood
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- 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.

2. Vision and values

Vision:

Our vision is clear, we want Blacon High School to be a safe a caring place at the heart of our community, where everyone is valued and supported to aspire, believe, and achieve beyond their potential.

School motto: *Aspire, Believe, Achieve*

- **Aspire:** Aim to be the best you can be
- **Believe:** Believe in yourself, have the confidence and resilience to overcome any changes along the way
- **Achieve:** Be successful, not just in school, but in life. Achieve not just good outcomes, but great outcomes and be happy in what you go on to do.

At our school we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

3. Legislation and guidance

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

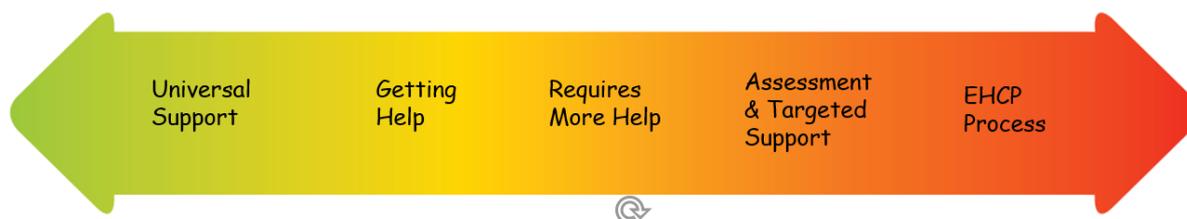
This policy is also based on the following legislation:

- [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, SEND coordinators (SENDCo's) 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 guide for [maintained schools](#) 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

4. Inclusion and equal opportunities

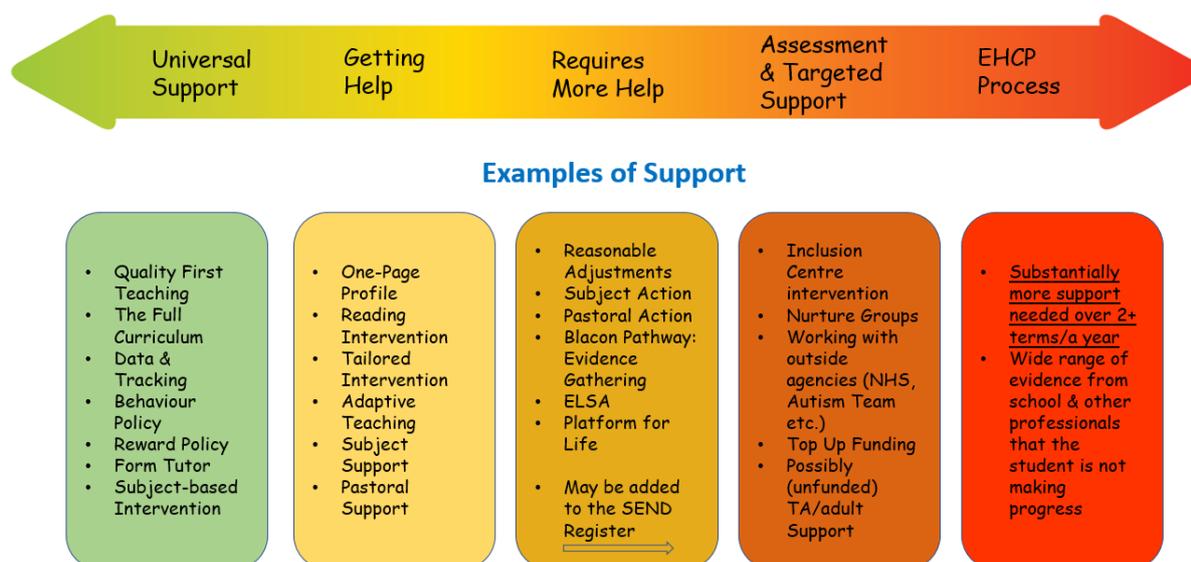
Universal Support is support that is available to every student. A diagnosis and/or Education Health and Care Plan (EHCP) is not needed to gain support. At Blacon High School, we follow a pupil centered process which means we look at your child as an individual to determine necessary support over time. All students receive universal support in school, but sometimes children need more help. Additional support might be needed for a short period of time, or a longer period of time depending upon the reason. If support is needed over a longer period of time, and evidence has been gathered which suggests that pupils need an enhanced level of support, we may look to apply for an EHCP. If pupils already have an EHCP, their support will reflect the provision outlined in the EHCP, and we will review this to ensure it remains appropriate to their needs.

Fig 1: Continuum of support



We have systems in place to support every child in school with learning, behaviour, attendance and SEND.

Fig 2: Continuum of support with additional information



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.

5. Definitions

5.1 Special educational needs and disability

A pupil has SEND if they have a learning difficulty or disability that requires 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 most others of the same age, or
- 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

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.

What is the SEND Register?

The SEND register is an internal system which allows us to track the pupils who are identified as requiring more support than is offered on universal support (see figure 1), and may need additional support, and targeted interventions. This is reviewed by the SENDCo, and pupils (without an EHCP) can also come off the SEND register if they are making progress in line with their targets. The process for reviewing a pupil with an EHCP is different, and we meet at least annually to review progress and discuss next steps.

Should my child be on the SEND Register?

The **Special Educational Needs and Disability** register is a list of students who require support **more than and in addition to what is usual for students over a sustained period of time.**

The SEND register is not fixed; names can be added and taken off as needs change. Having a diagnosis (e.g., ASC) does not automatically mean a student is on the SEND register as they might be making good progress with reasonable adjustments (but they would be on the medical register). Many parents think that being on the SEND register means there is money for TA support. There is no additional funding for most students on the SEND Register.

Does my child need an EHCP?

An **Education Health Care Plan (EHCP)** is for students who **need substantially more support than is available through special educational needs support in school.** Often a child will arrive from Primary School with an EHCP as their needs are substantial and long-lasting.

In 2023 4.3% of young people aged 0-25 had an EHCP. In Blacon High School 7% of students have an EHCP (Feb '24).

We will work with parents and the young person to make an EHC application if we have evidence that this level of support is needed. Once the application is made, the Council (not school) decide if an EHC assessment is justified. If an assessment is granted, the Council will assess and then decide if an EHC Plan will be awarded. The council (not school) write the plan with the family.



The Education Health Care Plan Process: This process is completed by the Local Authority



Learn more about this process in Cheshire:

www.livewell.cheshirewestandchester.gov.uk

5.2 Disability

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.

If you consider your child to have a disability please inform the school.

5.3 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.

| AREA OF NEED | |
|-------------------------------------|---|
| Communication and interaction | <p>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> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p> |
| Cognition and learning | <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"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • 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 |
| Social, emotional and mental health | <p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p> |

| AREA OF NEED | |
|-------------------------|--|
| Sensory and/or physical | <p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p> |

6. Roles and responsibilities

6.1 The SENDCo

The SENDCo at our school is: Mrs Kate Henshall

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the 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
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned

When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner

- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the headteacher, 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
- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The Governing board

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:

- 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
- Inform parents/carers when the school is making special educational provision for their child
- 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 SEND 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 SENDCo 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

- Make sure that all pupils are provided with careers advice

6.3 The SEND link governor

The SEND link governor is Mr Robert Williams

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 SENDCo to determine the strategic development of the SEND policy and provision in the school

6.4 The Headteacher

The Headteacher will:

- Work with the SENDCo and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCo 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 overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENDCo has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- With the SENDCo, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the SENDCo, 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 SENDCo and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted to meet 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 Head of Department and SENDCo to review each pupil's progress and development, and decide on any changes to provision

- Ensuring they follow this SEND policy and the SEND information report
- Communicating with parents/carers regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

- The form teacher should be contacted if a parent/carer wants to raise a general concern about wellbeing, friendships or anything else. This is because the form teacher sees your child every day.
- The subject teacher should be contacted if a parent/carer wants to raise an academic concern about progress within a lesson/subject. This is because they are the best placed member of staff to support the child within the lesson.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child (progress evening)
- Should provide information about the child's SEND support outside of school and any changes in the pupil's needs (e.g., new diagnoses)
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given a termly report on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

6.7 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. 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.

7. 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.

<https://www.blaconhighschool.net/page/?title=SEND+%28including+link+to+local+offer%29&pid=51>

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment 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 adapted, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCo to have an initial discussion about whether this lack of progress may be due to a special educational need. Should concerns be raised by teachers, the family or the student, around progress and SEND, all staff in school will follow the 'Blacon High School SEND Pathway' to identify need, monitor the pupil's progress, and the level of support needed to support that progress. This information will be shared with the SENDCo.

Where necessary the SENDCo will, in consultation with the pupil's parents or carers, consider consulting an external specialist. The parent/carer is responsible for providing medical information, including any medical diagnoses/disabilities, to the school. This information is stored securely on our school systems and is used to inform the support in place for your child.

Slow progress, low attainment or a diagnosis (for example, Autism or Attention deficit hyperactivity disorder (ADHD)) does not automatically mean a student is recorded as having Special Educational Needs (SEN). When deciding whether to place a student on the SEND register, the SENDCo will use the information from transition, evidence gathered by teachers via the 'Blacon High School SEND Pathway' and listen to the views and wishes of parents/carers and the young person. We will use

this information to determine the support that is needed and whether we can provide that support by adapting the core offer, or whether something different or additional is needed.



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 SEND 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/carers. 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 SEND

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.

9. Access Arrangements for External Examinations

The SENDCo coordinates the assessments and Joint Council for Qualifications (JCQ) applications for students requiring specific access arrangements for external examinations. This process is informed by the evidence provided by the subject teachers, as well as any diagnoses, professional reports, and provision identified in a student's EHCP (an EHCP is not necessary for Access Arrangements). This process of evidence gathering and 'usual way of work' begins from Year 7. The rules in regards to examination access arrangements requirements are set by JCQ, not by school. This will not be applied for via JCQ until a maximum of two years prior to the external examination period, i.e. at the end of year 9 we could begin to apply for a student who will have external examinations at the end of year 11.

The Examinations Officer is responsible for organising examinations, including Access Arrangements once JCQ have approved the application made by the SENDCo and the qualified access arrangements assessor.

9.1 Consulting and involving pupils and parents/carers

The school will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents/carers have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record.

We will formally notify parents/carers if it is decided that a pupil will receive special educational provision.

9.2 The graduated approach to SEND support

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

1. Assess

The pupil's class teacher and the SENDCo will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents/carers and the pupil, the teacher and the SENDCo will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear 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, TES Provision Map, and will be made accessible to staff in a One Page Profile outlining key information regarding the pupil.

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

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They 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 SENDCo will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENDCo will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

9.3 Levels of support

School-based SEND provision

Pupils receiving SEND provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

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

Education, health and care (EHC) 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.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

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

9.4 Evaluating the effectiveness of SEND provision

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

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEND support
- Monitoring by the SENDCo
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers

10. 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.

11. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

12. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENDCo 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.

13. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, or physiotherapists
- General practitioners or pediatricians
- School nurse
- Child and adolescent mental health services (CAMHS)
- Education Mental Health Team (NHS)
- Education access team/medical needs team (local authority)
- Education welfare officers
- Social services

14. Admission and accessibility arrangements

14.1 Admission arrangements

As Blacon High School is a mainstream school catering for students 11-16 years of age, the Local Authority (LA) Admissions Policy applies to all students. For students with an Education, Health and Care Plan (EHCP), the SENDCo will work closely with the LA and will complete the LA's consultation process as appropriate to ensure a successful admission/transition.

14.2 Accessibility arrangements

The steps taken to prevent disabled pupils from being treated less favourably than other pupils are outlined in the Accessibility Plan

<https://www.blaconhighschool.net/attachments/download.asp?file=162&type=pdf>

- The facilities provided to help disabled pupils access school, include the provision of auxiliary aids, large print materials, visually represented information, wheelchairs, specialist chairs to rest on and portable equipment
- The school's accessibility plan can be found on the school website. It covers how school will:
 - Increase the extent to which disabled pupils can participate and access the curriculum
 - Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided
 - Improve the availability of accessible information to disabled pupils

15. Complaints about SEND provision

If you have concerns about your child, please ensure you have followed the steps outlined in section 6.6.

If your concerns have not been addressed via the steps in 6.6, and there continues to be concerns about the school's SEND provision, parents/carers should then raise their concerns informally with the SENDCo. We will try to resolve the complaint informally in the first instance. If this does not resolve your concerns, parents/carers are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the SENDCo in the first instance. They will be handled in line with the school's complaints policy.

<https://www.blaconhighschool.net/attachments/download.asp?file=72&type=pdf>

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](#).

To find out about disagreement resolution and mediation services in our local area, please see: [Cheshire West & Chester: Local Offer](#)

16. Monitoring and evaluation arrangements

16.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

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

- All staff's awareness of pupils with SEND at the start of the autumn term
- 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/carers

16.2 Monitoring the policy

This policy will be reviewed by the SENDCo and headteacher **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.

17. Links with other policies and documents

This policy links to the following documents

- SEND information report
- [Cheshire West & Chester: Local Offer](#)
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy