

The logo is a circular emblem with a blue and yellow color scheme. It features a central blue cross-like shape with four rounded ends, surrounded by a yellow ring. The background of the logo is blue with a subtle pattern of overlapping squares and lines.

# Sandbach High School & Sixth Form College

## **ADDITIONAL EDUCATIONAL NEEDS POLICY**

## **Principle**

The Governors, Headteacher and staff of Sandbach High School and College are committed to the precept that every student, regardless of ability, should be included in all aspects of the life of the school and should be provided with educational experiences which will enrich their development and allow them to reach their full academic, creative and social potential. In this policy, we are guided by both statutory requirements and by the need to respond to local, in-house and individual circumstances. The approach is in line with the Local Authority Policy and with the SEN and Disability Code of Practice 0 to 25 Years 2014 (part 3 of the Children and Families Act 2014), Equality Act 2010 and Mental Capacity Act 2005.

We operate within the staged approach, or Wave model, to prevent, identify and address additional educational needs, in which term we include needs arising from gifted and talented status as well as communication and interaction, cognition and learning, social, emotional and mental health issues, sensory and/or physical needs and English as an Additional Language where this presents barriers to learning.

In order to ensure that parents/carers and students have the necessary information to make an informed decision regarding a place at this school the SENCO produces a 'Local Offer' detailing the support, interventions and external agencies that we use in school to support students in making progress and raising attainment. When a student has an Education, Health and Care Plan their views and that of their parent/carers will be the underlying principle taken into account in the assessment, interventions and reviewing of progress and attainment, with regular meetings to ensure the appropriateness of the support being given.

## **Practice**

### **1 Identification**

Early identification and prompt intervention are key to our practice. Students are identified as having additional educational needs on transition, via information from feeder primary schools; during key stages 3-5 via our in-house progress tracking; or via a referral from Achievement Co-ordinators, class teachers or parents/carers. To ensure consistency and effective targeting of limited resources, students identified by primary schools are monitored closely for the first term and where appropriate removed from the additional needs Provision Map.

### **2 Provision Map and Student Profiles (PP)**

The additional needs Provision Map is a key document in our provision. The SENCO is responsible for the accuracy, accessibility and usefulness of the map, which details by student the nature of additional need (AN), strategies adopted to address the need and key personnel involved in provision. Generic information about common AN is available to support teachers in meeting needs and where more specific detail is required a PP is generated. The PP supplements information included in the Provision Map with personalised information and further strategies to be adopted/implemented. PPs are reviewed at regular intervals and subject teachers, parents/carers and students asked to contribute as appropriate.

### **3 Wave 1 Provision: Quality First Teaching**

Central to our practice is the provision of high quality, engaging and challenging teaching and learning experiences differentiated for individual needs as standard. To this end, the SENCO ensures that high quality CPD is provided for all staff and that information about individual students is accessible and up to date. Curriculum Leaders are responsible for ensuring that QFT takes place as part of the ongoing monitoring and evaluation and for giving due regard to AN issues in Curriculum Area meetings and development planning. As part of the annual analysis of external examination results which is compiled by both the SENCO and for individual subject areas by Curriculum Leaders we are asked to report and reflect upon the progress and achievement of

students identified with AN in their subject(s). All teaching staff are responsible for the provision of QFT in their classroom and for meeting the needs of all students in their classes. To this end, teachers are expected to be mindful of the information provided in the Provision Map and PPs where appropriate and to apply this information in their day to day teaching.

#### **4 Wave 2 and 3 Provision: Additional Intervention**

Where students fail to make adequate progress despite access to QFT, the SENCO is responsible for providing access to additional interventions where possible. These additional interventions may take the form of withdrawal from non-core subjects so as to access nationally recognised schemes such as Fresh Start, Accelerated Maths, Reader or early literacy catch-up; removal from registration for interventions, in-class support, morning challenge clubs and individual or small-group interventions (refer to the Local Offer). Where such intervention does not accelerate progress, support from outside agencies is sought and, where appropriate, application for funding through an Education, Health and Care Plan is made.

#### **5 Additional Needs Roles and Responsibilities**

The SENCo is responsible for the operation of the school's Additional Needs Policy. In this role, she is supported by the Assistant SENCo and team. (See appendix for specific roles and responsibilities.)