



### **North Cestrian SEND Policy 2025**

**Nominated Governor / Staff**  
**Status & review cycle Statutory:**  
**Last review date**  
**Next review**

**John Moss / SENCO**  
**Annual**  
**May 2025**  
**May 2027**

## 1. Aims

At North Cestrian School, our curriculum is designed to equip all pupils with the knowledge, skills, and experiences they need to learn effectively, develop strong character, and lead fulfilling lives as healthy, educated global citizens. We place a strong emphasis on cultural enrichment and personal development.

Through the Cestrian ABC, we challenge and support every pupil to reach their full potential, regardless of gender, race, first language, or ability—whether physical, intellectual, or otherwise. We foster a positive attitude to learning and promote a growth mindset, rooted in the school's core values of hard work, fairness, and honesty. Pupils are encouraged to read widely, both for learning and enjoyment, and to build a rich vocabulary that supports their understanding of the Cestrian ABC and their future ambitions.

This entitlement is delivered by skilled and committed staff who uphold inclusive practices. All pupils are supported to develop as individuals, with a focus on self-development, self-advocacy, and mutual respect—for themselves, others, and for the environment.

Our SEN policy and information report aims to:

- › Set out how our school will support and make provision for pupils with special educational needs (SEND)
- › Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

## 2. Legislation and Guidance

This policy and 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 co-ordinators (SENCOs) and the SEN information report

## 3. Definitions

A pupil has SEN if they have a learning difficulty or disability that 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 the 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.

## 4. Roles and Responsibilities

### 4.1 The SEN Governor

The SEN governor will:

- › Help to raise awareness of SEN 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 Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

### 4.2 The Headteacher

The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### 4.3 The SENCO

The SENCO is Mrs Angy Bellers and the Assistant SENCo is Alison Billany.

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

### 4.4 Heads of Faculty

Heads of Faculty have a responsibility to SEND students. They will:

- Familiarise themselves with the school policy and procedures on special educational needs and ensure QFT & Adaptive strategies are considered.
- Ensure all schemes of work provide inclusive education for all.
- Regularly include a SEND data analysis, reflection, and strategy in department meetings in order to discuss any issues that arise and share their findings with SLT. The SENDCo will be briefed, and together the best practice will be implemented through teachers and Learning Support Assistants.
- Be responsible for staff in their departments understanding their responsibilities with regard to SEND.
- Review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum materials.

### 4.5 Subject Teachers

The subject teacher will:

- Plan for and deliver adaptive teaching and learning for students of all abilities and needs and make sure that wherever possible students are included as part of the lesson and that in-class support is there to enhance learning
- Familiarise themselves with the school policy and procedures on SEND.
- Attend relevant training and briefings to have the required expertise to teach students with a range of needs.
- Know those students in their teaching groups and their category of need and how best to meet those needs, seeking support from HOF or SENCo as necessary.
- Contribute to the reviews of students on SEN Support and with Education Health and Care Plans by completing 'round robins' on those students when requested.
- Suggest targets to enable students to raise their level of attainment.
- They are responsible for differentiating the teaching and curriculum for pupils with special educational needs and will monitor their progress.
- Differentiate Prep, when required, so that all pupils are able to access the Prep.

- Liaise closely with any HLTA or LSAs who are working with students in their class.
- Share any concerns you may have about a pupil with your HOF initially and then the SENCo or Assistant SENCo.
- Share concerns that may relate to difficulty in assessments so that Access Arrangements can be explored.

## **5. SEN Information Report**

### **5.1 The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- SLCN: Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- C&L: Cognition and learning, for example, dyslexia, dyspraxia
- SEMH: Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- SPN: Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

### **5.2 Identifying pupils with SEN and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry, this will build on previous settings and Key Stages, where appropriate. Subject teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, 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.

Please be aware that formal assessments take a lot of time, requiring substantial amounts of evidence. External agents also take some time to respond.

### **5.3 Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- 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 and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support.

### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The subject teachers will work with the SENCO to carry out a clear analysis of the pupils' needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

### **5.5 Supporting pupils moving between phases and preparing for adulthood**

A number of strategies are in place to enable effective pupils' transition. These include;

On Entry:

- A planned induction programme is delivered in the Summer term to support transfer for pupils starting school in September.
- All EHCP pupils receive additional visits to support their transition: Ms Billany lead on this
- Parents/carers are invited to an information evening and are provided with a range of information to support them in enabling their child to settle into the school routine.
- A member of the SEN Team meets with all primary SENCOs of EHCP pupils to ensure transition plans are in place.
- Consideration of the most appropriate Key Stage 4 offer to enable pupils to enter the adult world that will enable them to thrive and go on to lead rich and fulfilling lives as global citizens
- The Transition Coordinator and Head of Year 7 completes school visits and collates any SEN information that needs to be transferred from the primary school.
- Previous school records are requested.

On Leaving:

- For pupils transferring to local schools, the SENCO's of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred following the parent notifying us that their child has been enrolled at another school.
- Where a student has an EHCP the colleges and post 16 providers are invited to Year 11 transition reviews and additional visits are arranged to support post 16 transition.

### **5.6 Our approach to teaching pupils with SEN**

All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. This is delivered through a knowledge-based curriculum, and pupils are taught in academic ability groups.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in school and increase their access to the taught curriculum.

We will also provide the following interventions:

- IDL – Online reading and spelling intervention.
- SNIP Literacy and Sparx
- Social Communication Groups
- Pastoral Intervention
- School Counselling
- After School Prep Club

### **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Consider appropriate curriculum, staffing, and timetable modifications to ensure all pupils are able to access it. Inclusive environments with the 'Ordinarily available and inclusive provision' Sept. 2004
- Offer a range of alternative/recommended aids, such as software, laptops, coloured overlays, visual timetables, larger font to meet individual needs and barriers to learning
- Appropriately enable students to show their understanding, progression, and performance such as giving longer processing times, use of Prep to facilitate pre-learning, reading instructions aloud.

### **5.8 Additional support for learning**

In addition to high quality teaching in the classroom we have Learning Support Assistants (LSAs) that support pupils that may need higher levels of support than other pupils.

LSAs are also trained in the following specific areas:

- Literacy and Numeracy
- ELKLAN – supporting pupils with Speech, Language and Communication Needs.
- TalkAbout

We work with the following agencies to provide support for pupils with SEN:

- Special Educational Needs Advisory Service (SENAS)
- Educational Psychology Service
- School Nursing Team
- Trafford Sensory Impairment Support Service (TSISS)
- CAMHS
- Speech and Language Service
- Trafford Virtual School
- MARAT and Social Care Teams.

### **5.9 Expertise and training of staff**

Our SENCO, Mrs Bellers, is a member of SLT and has worked as a SEND advisor and Quality Assurance Lead for a Local Authority. Mrs Bellers is qualified to conduct assessments for Access Arrangements and is a registered member of the BPS.

The Learning Support Department is made up of an Assistant SENCO (Non-Teaching), A SEND Officer and SEND admin lead. The team of HLTAs & Learning support assistants have a variety of strengths and offer a blend of in-class support and bespoke interventions to support individuals.

In the last academic year, staff have been trained in Dyslexia Awareness, ADHD classroom strategies, Exam Access Arrangement identification and de-escalation techniques.

## **5.10 Securing equipment and facilities**

All paper-based pupil records are stored securely on transfer from the primary school. Any documentation received during their time at North Cestrian is scanned and stored on Arbor which is the school's management information system. Access to information is on a needs basis and is controlled by the SENCo and Safeguarding leads.

## **5.11 Evaluating the effectiveness of SEN provision**

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

- Lesson observations as part of the whole school observation schedule.
- Learning walks.
- Monitoring progress data 3 times per year.
- Monitoring progress of interventions.
- Pupil and Parental questionnaires
- Book looks
- Holding annual reviews for pupils with EHC plans

## **5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips.

All pupils are encouraged to take part in sports day/school plays/special workshops

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

- Arrangements for the admission of disabled pupils, i.e.
- All pupils whose education, health and care (EHC) plans name the school will be admitted before any other places are allocated

## **5.13 Support for improving emotional and social development**

All pupils are assigned a form tutor who is the first contact for any pupil's social and emotional development.

All pupils take part in personal development sessions during form time.

There is a team of pastoral support workers that assist all pupils including those with SEN.

Heads of Year monitor the achievement and behaviour of all pupils including those of SEN and provide support where necessary.

We have access to a school counsellor 2 days per week on a referral basis – pupils, parents or staff can refer a pupil for counselling.

We have a zero-tolerance approach to bullying.

## **5.14 Working with other agencies**

The school works closely with a range of outside agencies and specialist services as appropriate. The pastoral team, SENCo and Assistant SENCo will attend meetings and liaise with other agencies depending on who is most appropriate. It will always be discussed with parents/carers before a referral is made to an outside agency.

## **5.15 Complaints about SEN provision**

Complaints relating to SEN provision should in the first instance be directed the SENCo so that these can be addressed.

Following this if you still wish to make a complaint you should follow the School's Complaints Policy which can be found on the school website.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **5.16 Contact details of support services for parents of pupils with SEN**

Trafford SENDIASS are available to provide support to parents of pupils with SEN.

Tel: 0161 912 3150

Website: <https://sendiass.trafford.gov.uk/Home.aspx>

You can also find information about services within Trafford using the Local Offer Website:

<https://www.trafforddirectory.co.uk/kb5/trafford/fsd/localoffer.page?newlocalofferchannel=0>

The Family Information Service also links with the Local Offer and can provide information regarding services within Trafford.

<https://www.trafforddirectory.co.uk/kb5/trafford/fsd/service.page?id=IF414N9vuKU>

### **5.17 Contact details for raising concerns**

In the first instance if you have a concern about your child you should make contact with your form tutor. You can contact the school office on 0161 928 1856 and leave a message or you can email them directly. Email addresses for form tutors are found in the weekly newsletter.

If you have a concern about a particular subject then please make contact with the subject teacher directly.

### **5.18 The local authority local offer**

Our local authority's local offer is published here:

<https://www.trafforddirectory.co.uk/kb5/trafford/fsd/localoffer.page?newlocalofferchannel=0>

## **6. Monitoring arrangements**

This policy and information report will be reviewed by the SENCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## **7. Links with other policies and documents**

This policy links to the following documents

- Accessibility plan
- Behaviour policy
- Equality information and objectives

➤ Supporting pupils with medical conditions policy