



**Ash Grove**  
School

Belief Courage Honesty

# SEN Policy



Part of the

**Oak**



Learning Partnership

Author:	L Kildunne-Roscoe
Approver:	D.Herbert
Owner:	L Kildunne-Roscoe
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### Changes History:

Version	Date	Amended by:	Substantive changes:	Purpose
1.0	Dec 2021		New document	First release
1.1	Nov 2022	J.Garside		Amendments in line with SEND Consultation
1.2	March 2023	H.Simms		Amendment to names within Policy
1.3	April 2025	H Simms		New template, new school new and new SENCo.



## 1. Introduction

Our SEND Policy reflects relevant sections of the Children and Families Act 2014, the Equality Act 2010 and the new Code of Practice: 0 to 25 years January 2015. It will be reviewed every year or as required and after its completion parents and governors will be consulted and any changes needed will be made.

## 2. Policy Objectives

- For all pupils, particularly those with SEND to achieve their very best outcomes from their educational experience at this school.
- To ensure that our young people at Ash Grove School are at the centre of all planning to support their additional needs.
- To identify barriers to learning and guarantee that all our young people's needs are met so they can make progress in school and fulfil their aspirations.
- To carefully match interventions with individual difficulties, continually working to enhance self-esteem, independence, and the enjoyment of learning.
- To educate young people with SEND, wherever possible, in an inclusive environment alongside their peers, enabling and encouraging each student to reach their full potential.
- To maintain an up-to-date knowledge of current SEND practices in order to support staff training and ensure the development of positive working relationships with parents, carers, and outside agencies.
- To ensure the sharing of relevant information regarding students with SEND with any alternative training providers as well as post-16 destinations.

## 3. Responsibilities for SEND

**Every teacher is a teacher of every young person including those with SEND.**

- The Head Teacher, who has ultimate responsibility for provision
- The Deputy Head Teacher and Assistant Head Teachers/ SENCO
- The School Governors
- Teachers, HLTAs and Teaching Assistants
- All subject, pastoral and welfare staff within the school
- A range of teachers and other professionals from outside agencies



Training sessions are held regularly as part of our robust CPD process to ensure staff are kept up to date with all of the different areas of SEND.

## Personnel

Head Teacher  
AHT/ Special Educational Needs Co-Ordinator

Mr. D Herbert  
Mrs. L Kildunne-Roscoe

## 4. The Admissions Process

When a young person is transferred to Ash Grove School, we will liaise with the high school they are coming from to acquire all relevant documentation to help make the transition as smooth as possible.

At the initial interview and assessment stage, as much information as possible will be collected from the young person, parents and carers and previous settings around any additional needs. All our pupils will have an Engagement Plan with relevant information about the young person, these will be updated regularly by staff, parents and pupils.

All data that is collected, stored and shared is done within the regulations specified in the Data Protection Act 1998.

## 5. SEND (The 4 Broad Areas of Need)

Additional needs may come under one or more of the following areas defined within the SEND Code of Practice:

### Communication and Interaction

Young people with Speech, Language and Communication Needs (SLCN) have difficulty communicating with others. This may be due to challenges in articulating what they want, understanding what is being said to them, or grasping social rules of communication. Young people with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, are likely to face difficulties with social interaction. They may also experience challenges with language, communication, and imagination, which can impact how they relate to others.

### Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including Moderate Learning Difficulties (MLD) and Severe Learning Difficulties (SLD), where children typically need support in all areas of the curriculum and may face associated difficulties with mobility and communication, as well as Profound and Multiple Learning Difficulties (PMLD). Specific Learning Difficulties (SpLD) affect one or more specific aspects of learning, encompassing a range of conditions such as Dyslexia, Dyscalculia, and Dyspraxia.

### Social, Emotional, and Mental Health Difficulties

Young people may experience a wide range of social and emotional difficulties that manifest in various ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive, or disturbing behaviour. Such behaviours may

reflect underlying mental health issues such as anxiety or depression, self-harm, substance misuse, eating disorders, or physical symptoms that remain medically unexplained. Other young people may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), or Attachment Disorder.

### **Sensory and/or Physical Needs**

Some young people require special educational provision because they have a disability that prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with Vision Impairment (VI), Hearing Impairment (HI), or a Multi-Sensory Impairment (MSI) will require specialist support and/or equipment to access their learning.

## **6. How we Identify our Young People with SEN**

At Ash Grove School, we recognise the importance of early identification of pupils who may have special educational needs to ensure timely intervention.

We identify a young person with SEND when their progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or exceed their previous rate of progress
- does not close the attainment gap between them and their peers
- widens the attainment gap

The SEND Code of Practice (p. 100) encourages us to provide the right support at the right time. It is graduated, meaning some children and young people will require minor adjustments within the classroom to be successful, whereas others will need a highly personalised timetable of support and intervention to make progress and feel included.

## **7. Our SEND List**

When a young person requires an intervention that is additional to or different from those provided as part of a school's differentiated curriculum, they will be placed on our **SEND List**.

Quality First Teaching, differentiated for individual pupils, is the first step in responding to those who have or may have Additional Needs.

We use a provision map alongside intervention plans to outline the types of interventions in place across school, their frequency, duration, and outcomes.

The SEND Code of Practice promotes a Graduated Approach to meeting the needs of children and young people with SEND, using the 'Assess-Plan-Do-Review' cycle to support this process. This approach involves revisiting, refining, and revising our understanding of a pupil's needs and what works to support them. Consequently, our understanding of the needs of children and young people should become clearer over time.

**Assess:** In identifying a child as needing SEN support, the class or subject teacher, working alongside the SENCO, should carry out a clear analysis of the pupil's needs.

The pupil's views should be revisited, gathering information from the young person on what is important to them, how best to support them, and their hopes and dreams for the future. At this stage, the views of parents and carers should also be requested.

**Plan:** Where it is decided to provide a pupil with SEN support, parents must be formally notified, although they should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree, in consultation with the parent and the pupil, on the adjustments, interventions, and support to be put in place, alongside the expected impact on progress, development, or behaviour, as well as a clear date for review.

**Do:** The class or subject teacher should remain responsible for working with the child on a daily basis. Where interventions involve group or one-to-one teaching away from the main class or subject teacher, that teacher should still retain responsibility for the pupil.

**Review:** The effectiveness of the support and interventions, along with their impact on the pupil's progress, should be reviewed in accordance with the agreed date.

Where a student has made appropriate progress, they will typically be removed from the SEND list. Parents will be consulted and involved throughout the process. SEND reviews will occur at least annually, but informal meetings can be arranged at any time by a parent or carer.

## 8. Assessment of our young people with SEND

Early identification of needs and early intervention is everyone's role within schools. The SENCO has a key role in upskilling and developing confidence regarding SEND within staff teams, coordinating support, and managing the graduated approach for children with identified additional needs.

Assessment of a young person will start with observations of them both in and out of the classroom. Along with these observations, specific assessment tools are used to help evaluate and plan interventions with the young person.

Assessment for Exam Access Arrangements is an ongoing process, and information will be gathered about pupils' "normal way" of working throughout their transition and time at school.

## 9. Education, Health and Care Plans

Where a young person does not make sufficient progress to close identified learning gaps, further interventions will be employed, following the Assess - Plan - Do - Review model.

All young people will have an Engagement Plan which identifies:

- Areas of strength and needs
- Assessment data and targets



- Key personnel involved in support
- Strategies and specific teaching approaches
- The young person's views on what is working for them

A referral may be made for advice and support from external specialist agencies at this stage. This could include:

- Educational Psychologist
- Additional Needs Team
- Medical Advice
- Child and Adolescent Mental Health Services (CAMHS)

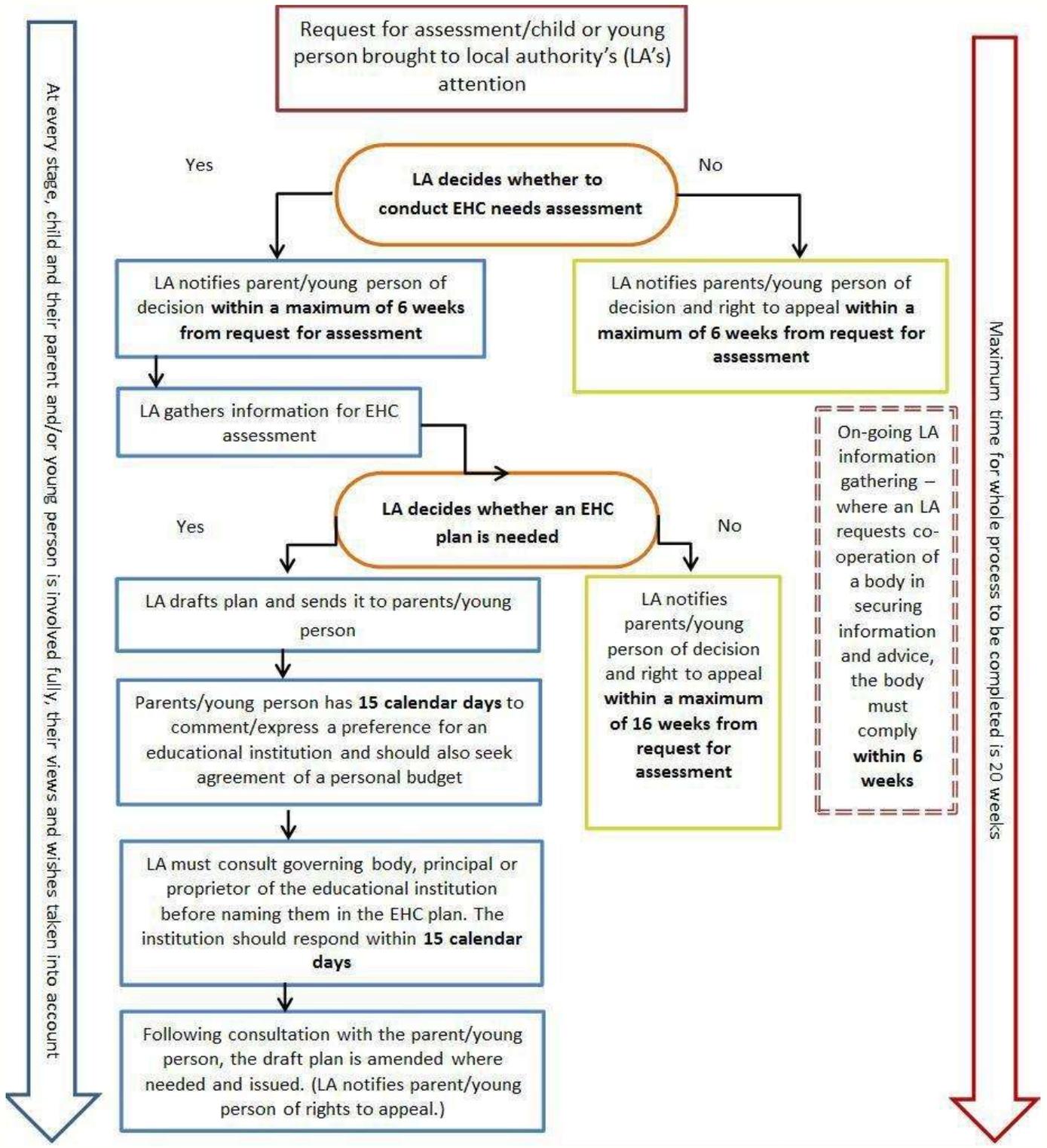
If the need arises for a significantly greater amount of support, the SENCO, in collaboration with parents or carers, will seek advice from the Local Authority regarding the pursuit of an Education, Health and Care Plan, if this is in the best interest of the young person.

The Local Authority may determine that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is substantial enough that additional support from the education authority is warranted, and an EHC plan may be issued.

### **Statutory Timescales for the EHC Needs Assessment and EHC Plan Development**

See next page





## 10. Partnership with Parents or Carers

At Ash Grove School, all staff strive to develop positive working relationships with parents and carers. Once it has been identified that additional support may be required, the SENCO will contact parents and carers, inviting them to share their views alongside their young person and participate in any subsequent decision-making. They are then encouraged to make contact whenever they wish.

## 11. Links with Outside Agencies and Services

It is important to coordinate support and input from external agencies. We value strong links and regular contact with key professionals to help inform and shape provision at all levels within the school.

There is a range of teams within Bury Council that can support settings in meeting the needs of children and young people with a wide variety of Special Educational Needs and Disabilities (SEND). These include:

- Additional Needs Team
- Bury Parent Partnership (IASS)
- Bury SEN Team
- Bury and Other Local Colleges
- Child and Adolescent Mental Health Services (CAMHS)
- Connexions
- Children and Young People's Integrated Care Team (CYPIC)
- Early Break
- Educational Psychologist
- Mentoring Services
- Social Care
- School Attendance Team
- School Nurse



