



**STOCKSBRIDGE
HIGH SCHOOL**

— This is Just the Start —

SEND Policy 2023-24

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Version Control

Version 3

- Section 3- added updated links to other documents
- Section 5- Changes to update staffing details
- Added Section 6 -Reframing Deficit Language.
- Minor wording in some sections.

1. Purpose

Minerva Learning Trust is committed to improving the lives of **all** students by helping them to become keen, lifelong learners, who aspire to achieve their best and are passionate about education.

The purpose of this policy is to accurately reflect the shared aspirations and beliefs of all stakeholders (i.e. all those with an interest in the child), across the Trust, as well as ensure all organisations are taking full account of the law and guidance on SEND provision. It is intended to help all staff be aware of and understand their responsibilities, in order that we provide the support that students deserve, enabling them to succeed in all aspects of school life and beyond.

Each school's SEND Policy must be taken from this Trust Policy and be widely reflective of the principles and aspirations outlined. Each school's policy must be updated annually and published on the school's website.

2. Aims

2.1 Aims and Values

At Stocksbridge High School, we aim to **safeguard, include** and **support** all our students.

We want to raise the aspirations of and expectations for all students with SEND and so we take an outcome-focused approach to our students rather than focusing on the number of hours of provision or support. We want to enable our students to be the best that they can be through identifying and removing their individual barriers to success, whilst developing their independence and ensuring that they are included in all aspects of school life.

We are committed to welcoming all students and will make the adjustments when necessary and where possible to enable students to access a broad and balanced curriculum, participate in enrichment activities and access social time.

We believe that *'there is nothing more unequal than the equal treatment of unequal people'* (Thomas Jefferson), and that some students may need to access more targeted and personalised support in order to succeed. The school's own systems, policies and procedures should not in themselves act as barriers to students' achievement, engagement and success. Where this is the case, reasonable adjustments are made as appropriate.

We recognise that every teacher is a teacher of every child or young person including those with SEND and each teacher is responsible for the progress of all of their students, including those with SEND. Where a student is identified as having SEND, the teacher should take action to remove barriers to learning and put effective special educational provision in place. High quality, differentiated teaching is the first step in responding to the needs of a student.

For further information on the Minerva Learning Trust SEND Core Offer and Student Entitlement, please see here - [Minerva Learning Trust](#).

2.2 Objectives

- To identify and provide for students who have SEND and additional needs.
- To work within the guidance provided in the SEND Code of Practice.
- To operate a 'whole student, whole school' approach to the management and provision of support for SEND.
- To provide support and advice for all staff working with students with SEND, recognising that the progress of all students, including those with SEND, is a whole school responsibility.
- To ensure parents and students are informed of and involved in decisions about students' support.
- To ensure the highest quality of education and provision is in place across all our schools.

3. Links to Other Documents

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools, DfE (2013)
- SEND Code of Practice 0-25 (January 2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Teachers Standards (2012)
- School support for children and young people who are bullied, DfE (March 2014, updated October 2014)
- DfE Keeping Children Safe in Education (2023)

This policy should be read in conjunction with the following policies and guidance:

- School Child Protection and Safeguarding Policy
- School Behaviour Policy
- School Suspensions and Exclusions Policy
- School Teaching and Learning Policy
- School Anti-bullying Policy
- Accessibility Plan
- Health and Safety Policy
- Trust Supporting Students with Medical Conditions Policy
- Trust SEND Core Offer, found here – [Minerva Learning Trust](#)
- Trust Student Entitlement, found here – [Minerva Learning Trust](#)

4. Roles and Responsibilities

The Trust Board has responsibility for:

- Ensuring clarity of vision, values and strategic direction of the Trust.
- Annual appointment of a Lead Trustee for SEND.
- Convening network group meetings with Lead SEND Local Governors.
- Attending Lead Trustee group meetings.
- The review of Lead SEND Local Governor reports.
- Regularly monitoring the quality of provision for SEND students across the Trust.
- Regular analysis of school and Trust SEND reports and data.
- Ensuring statutory compliance with SEND legislation and regulations.
- Monitoring the impact of the work of the Central School Improvement Team.

The Trust Executive Team have responsibility for:

- Ensuring clarity of vision, values and strategic direction of SEND provision across the Trust.
- Developing central SEND policy, strategy, processes and procedures.
- Developing and delivering the SEND Core Offer.
- Holding school leaders and school staff to account for the quality and impact of SEND provision.
- Ensuring the provision and delivery of training and development for Governors and school staff.
- Establishing systems to monitor and quality assure the quality and impact of SEND provision.
- Ensuring SEND provision meets statutory and regulatory compliance.

The Trust Central School Improvement Team have responsibility for:

- Developing an annual strategic plan for the provision of SEND across all schools.
- Monitoring the quality and impact of SEND provision across Trust schools.
- Providing support and challenge to Trust schools' SEND provision
- Developing an annual SEND focus for training, research and product development.
- Analysing school performance, diagnosing issues, brokering support, monitoring impact and facilitating the sharing best practice.
- Building leadership capacity within identified schools.
- Keeping abreast of national agendas.
- Leading on research and development in the area of SEND.
- Coordinating and leading the cross Trust SEND network group.

School Headteachers have responsibility for:

- Developing an ethos, which promotes inclusive practices and ensures that this is at the heart of the work of the school.
- Developing an annual strategic plan for the provision of SEND across the school.
- Monitoring the quality and impact of provision across the schools.

- Developing an annual SEND focus for training, research and product development.
- Analysing school performance, diagnosing issues, brokering support, monitoring impact and facilitating the sharing best practice.
- Keeping abreast of national agendas.
- Keeping the Governing body fully informed of all relevant SEND issues; working closely with the Lead Governor for SEND.

Lead Governors for SEND have responsibility for:

- Attending planned and agreed school visits to meet key staff and leaders (agreed in advance) to support monitoring and reporting to the Lead Trustee and Local Governing Body.
- Completing student voice activities.
- Completing Parent/Carer voice activities.
- Analysing internal and external reports and data.
- Attending network meetings with Lead Trustee and other Lead Governors.

School SENDCOs and Assistant SENDCOs, together, have responsibility for:

- Working as part of the Outcomes team, analysing student data and putting actions in place to address gaps.
- Contributing to school self-evaluation and improvement.
- Developing and delivering the school's strategy for SEND
- Auditing current and predicted needs so that they can be met effectively.
- Overseeing the school's Provision Map.
- Writing, reviewing and disseminating the SEND Policy and Information Report so that it can be accessed, understood and delivered by all stakeholders.
- Monitoring and evaluating the effectiveness of intervention programmes and the SEND provision.
- Ensuring that the school meets statutory requirements with regard to its provision for students with additional needs.
- Managing the SEND budget.
- Contributing to staff CPD.
- Facilitating the induction of new staff and newly qualified and student teachers.
- Line managing Learning Support Assistants/ Teaching Assistants and conducting PMR of relevant staff.
- Overseeing and ensuring continued effective communication with parents, informing and whenever possible involving students and their parents in decisions regarding SEND support.
- Together with the Teacher Coaching Team, provide support for staff on ways they can meet the needs of individual students.
- Identifying individual student need including access arrangements through a range of appropriate diagnostics.
- Ensuring that appropriate access arrangements are in place for students.
- Managing transition arrangements.

- Keeping abreast of assistive technologies and ensuring these are implemented where appropriate.
- Ensuring that students know how to use any equipment that they have been given to overcome identified barriers to learning, including computer software and applications.
- Staffing, resourcing and reviewing intervention programmes, including the SEND base provision.
- Tracking and reporting on the impact of interventions and for individual students.
- Liaising with Attendance staff to spot patterns in attendance.
- Making appropriate contact with partners.
- Disseminating information regarding students' needs and strategies to better meet them.
- Providing relevant and up to date information regarding students' needs including collating of information to inform My Plans/ EHCP applications and other reports.
- Applying for Education Health and Care Plans, chairing Statutory Annual Review meetings and writing reports within the framework and timescale set out in the Code of Practice and Local Authority guidelines.
- Taking an active role in the monitoring, evaluation and assessment activities as part of the department quality assurance procedures.

Teachers have responsibility for:

- Knowing which students in their class have additional needs and ensure appropriate strategies are in place to support them so they can make progress.
- Demonstrating an understanding of their responsibilities under the Code of Practice, Teacher Standards, Equality legislation and the Ofsted framework.
- Referring any concerns using the relevant referral system.
- Making effective use of LSAs/ TAs in the classroom.
- Implementing Wave 1-3 interventions to Close the Gap.
- Providing information on students as and when requested.

All staff have responsibility for:

- Demonstrating an understanding of their responsibilities under the Code of Practice, Equality legislation and the Ofsted framework.
- Referring any concerns using the relevant referral system.
- Providing information about students as and when requested.

5. Key Contact Details

SENDCO: Kay Theobald

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Trust Director of School Improvement - Inclusion: Katherine Chadbourne

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6 Countering Deficit-framing

- To ensure we continue to have high expectations for the learning of all our children and young people, to counter deficit framing of SEND, and affirm children with SEND as individuals, we must; Recognise that SEND is not a fixed or permanent characteristic it is a recognition that at a particular time, a child has additional needs (*EEF, Special Educational Needs in Mainstream Schools, Guidance Report*).
- Take a child-centred approach and use the correct terminology – the child comes before the label. We support 'students with SEND', we do not have 'SEND students' in our schools. We should avoid deficit language. Children are not 'Low Ability' and 'SEND' should not be used interchangeably with terminology which describes 'Low Prior Attainers'. Some SEND occurs across the full range of cognitive abilities.
- Re-frame our understanding to acknowledge that people with learning difficulties and disabilities are complete humans. They may struggle to learn but they are not broken and do not need fixing; it's not a fault to be educated out of them (*AI and CST 'A good life'*).
- We need a broader and more ambitious vision for what success is. Human flourishing and dignity for all requires us to have a wide set of success measures. Placing a greater value on things such as contribution, difference, common values and the process of learning and work itself, can provide a healthy balance. Not everyone can get the highest exam grade, but everyone can enjoy the dignity of making a contribution through good work and committing to the struggle of learning something well (*AI and CST 'A good life'*).

7. Identifying SEND

Early identification of students with SEND is critical to their success. The Code of Practice (2014) outlines four broad areas which cover a range of needs which should be planned for. The purpose of identification of need is to work out what action the School needs to take, not to fit the student in to a category. We identify the needs of students by considering the needs of the whole child. Often, when students join us, we are already aware of the student's SEND through transition arrangements which are in place between each of our schools and the provision which students attended beforehand (e.g. between primaries and secondaries) and through links with a range of agencies and other professionals.

When at school, students may be identified through:

- KS2 SATs results
- Reading tests
- Diagnostic testing
- Referral by parents / carers
- Referral by teacher/curriculum area following school procedures
- Referral by Progress/ Pastoral Managers Leaders
- Referral by outside agencies
- Failure to make the expected progress despite high quality teaching which is differentiated and personalised to meet the needs of the student.

The Code of Practice makes it clear that teachers should seek to identify students who are making less than expected progress given their age and individual circumstances. When a student has SEND and is not making expected progress despite high quality, suitably differentiated teaching, the Code suggests that teachers should draw on:

- Teacher assessment and knowledge
- Data on progress and behaviour, e.g. whether the rate of progress is widening the attainment gap or failing to match or better the student's previous rate of progress
- Development in comparison to peers, e.g. the rate of progress is failing to close the attainment gap between the student and his/ her peers or making progress which is significantly slower than that of their peers starting from the same baseline
- The student's views
- The views and experience of parents
- Advice from the SEND team and external support services.

Sometimes, more specialist assessments are needed and these can be co-ordinated by the SEND team.

When considering why some students may not be making expected levels of progress, consideration is also given to factors which are not SEND but may impact on progress and attainment, e.g. attendance and punctuality, health and welfare, EAL, being in receipt of Pupil Premium grant, being a Looked After Child, being a child of a serviceman/woman, disability

(although the Code of Practice outlines the 'reasonable adjustment' duty under the Disability Equality legislation, this alone does not constitute SEND).

It should also be noted that whilst slow progress and low attainment may be an indicator of learning difficulties, they do not necessarily mean a child has SEND. Equally, assuming that attainment in line with chronological age does not mean a child has SEND is also wrong. Some learning difficulties and disabilities occur across the range of cognitive ability, and if left unaddressed may lead to frustration and manifest itself as disaffection, emotional or behavioural difficulties. It is important to remember that identification is not only about attainment – there can be other things a child is not making progress in.

8. A Graduated Approach to SEND Support

8.1 Quality First Teaching

Personalised teaching and learning involves providing every student with opportunities to: make progress in their learning; to achieve; and to participate, within the same learning environment.

High quality teaching which is differentiated to support the needs of individual students is our first and most important step in responding to students who may or may not have SEND. Outstanding teaching that enhances students' opportunities to make significant steps in their learning and progress is likely to facilitate outstanding learning and progress for all students. Additional support and intervention cannot compensate for a lack of good quality planning and teaching and so time and resources have been invested in the professional learning of teaching staff, to maintain this as a priority across Minerva Learning Trust. The teacher remains accountable for the learning and progress being made by all students in their classroom.

The Quality Assurance procedures within Stocksbridge High school should include regular reviews of the quality of teaching and learning. This is achieved through developmental lesson observations, performance development, learning walks with a particular focus, Every Lesson/Culture walks, work scrutiny, Raising Attainment and Progress (RAP) meetings and department deep dives. This should be supported by a calendar of CPD and the sharing of information and strategies to enable teachers to support students with SEND, for example, through use of Student Profiles.

Teachers remain responsible for the progress of all students in their class, including where they may access additional support from Teaching Assistants (TAs). TAs should be guided by the teacher to work alongside students within the class, either those who may have SEND or other students, in order to provide an opportunity for the teacher to talk to students with SEND. All staff should have been provided with additional guidance on ways in which to deploy an TA in the classroom through CPD and TAs should have

had specific training around providing in-class support. This is quality assured through the SEND Monitoring and Evaluation activities.

All teachers in the Trust should embed the Minerva Teaching and Learning Principles and their school's SEND Non-negotiables in their day-to-day practice. For further guidance on the key principles and expectations for Teaching and Learning at Minerva Learning Trust, you can find the Teaching and Learning Policy <https://minervalearningtrust.co.uk/about-us/statutory-information>

8.2 Assess-Plan-Do-Review

Students are identified as students with SEND if they do not make adequate progress once they have had all the necessary adjustments and good quality personalised teaching. At this point only, when additional school support is put in place, i.e. targeted provision (which is additional to and different from that which is in place for the majority of students), is the student placed on the SEND register. All targeted support or interventions are reviewed termly as part of an Assess, Plan, Do Review cycle (APDR).

8.3 Student Profile

All students who are placed on the SEND register should have a Student Profile. This document should be created alongside the student by a member of the SEND team. It should outline the student's difficulties, needs, what helps them, as well as their interests and aspirations. All adults in school who work with the student should have access to their Profile and should use it to personalise their teaching approach. A system is in place to ensure this information is shared with staff, e.g. MINT.

Progress for students at this level of SEND need should be reviewed at least termly through whole school systems and assessments particular to any intervention attended. There are three points per year for parents and students to discuss progress with teachers: a SEND review held with a member of the SEND team, a SEND drop-in appointment (e.g. through SENDCO Surgeries) held with a member of the SEND team and the student's annual parents evening when subject teachers are available to talk to directly.

8.4 The Support Plan

When a student is receiving a number of different interventions or there are particular concerns about progress, it may be considered useful to create a Student Support Plan. This document clearly identifies desired outcomes and the steps that will be taken to achieve these outcomes. A Support Plan should be reviewed termly by a member of the SEND team along with parents and the student.

8.5 My Plan/Extended Support Plan

A My Plan/Extended Support Plan (ESP) provides a very detailed picture of a student which is created through a series of person-centred meetings and is the first step towards requesting an Education and Health Care Plan. A My Plan/ESP may be

deemed appropriate when a student is failing to make progress or gaps are widening despite carefully implemented interventions through the Support Plan, and it is considered that further support from the Local Authority is needed. Creating a My Plan/ESP involves a team of people, including the student themselves, who are committed to supporting the achievement of a set of agreed outcomes. The process of completing a My Plan/ESP provides the SEND team with a holistic view of the student in order to create the best intervention plan possible. The student should see themselves in the centre of this planning process. Reviews for My Plans/ESP should be calendared in termly with the SENDCO. Other professionals, alongside parents/carers, involved in providing intervention or support for the student should also be invited to review meeting.

8.6 Statutory assessments/Education, Health and Care plans (EHCP)

If a student does not make adequate progress on a My Plan/ESP, and has demonstrated a significant cause for concern, the school and/or the parents may decide to request that the Local Authority undertakes a statutory assessment. This may lead to the student being provided with an Education, Health and Care plan (EHCP). A statutory review of the EHCP must be completed annually. All services involved in the provision or support for the student are required to contribute to the annual review. More frequent reviews should be arranged according to the need of the student. The SENCO is responsible, on a daily basis, for co-ordinating the provision specified on an EHCP that has been identified as necessary to support the special educational need of the named student on it.

9. Managing Students' Needs on the SEND Register

Students who are on the SEND register fall under a single category of support - SEND Support (K). Each student on the register has a profile which details his/her needs and practical strategies to support their needs in lessons to ensure they make progress. The progress of all students should be reviewed on a termly basis unless they are participating in more targeted provision in which case their progress is tracked more frequently. Students' progress in relation to the outcomes of the provision should be monitored. Interventions should be reviewed regularly and adapted accordingly. Sometimes, when more specialist provision is needed, engagement with specialist services such as the LA Educational Psychology service, Speech and Language, Autism Team, CAMHS, Ryegate, MAST, etc can be necessary. Parents and students should be involved in the decision to seek more specialist advice and services.

10. Criteria for Exiting the SEND Register

The SEND register and the students requiring SEND Support should be reviewed on a termly basis following whole school data cycles. If a student is making progress in line with or above their peers with high quality teaching alone and is no longer requiring the need for special educational provision to be made for them that is additional to or different from that made for others of the same age, they will exit the SEND register and parents must be informed.

11. Supporting Students and Families

11.1 Additional Information

Parents and students can access the following information:

- Sheffield Local Authority's Local Offer can be found here - <http://www.sheffielddirectory.org.uk/kb5/sheffield/fsd/localoffer.page>.
- Stocksbridge High School's Information Report can be found on the school website, here - [Policies : Statutory Information : Stocksbridge High School](#) or on the Local Offer website (above).
- Stocksbridge High School follows the Sheffield Local Authority Admissions Policy. Details on secondary school admissions in Sheffield can be found here - <https://www.sheffield.gov.uk/education/information-for-parentscarers/pupil-admissions/secondary-school.html>.
- Our policy on managing the medical conditions of students can be found on the school website [Policies : Statutory Information : Stocksbridge High School](#)
- Other agencies which we work with are listed below:

Other Agency	Office Number	Address
Sheffield Autism Team	0114 2736412	Sheffield Autism Team, Floor 4, North Wing, Moorfoot Building, Sheffield, S1 4PL
CAMHS	0114 2262022	CAMHS Child and Adolescent Mental Health Service, Centenary House, 55 Albert Terrace Road, Sheffield, S6 3BR
Educational Psychology Service	0114 2506800	Sheffield Educational Psychology Service, Floor 4, North Wing, Moorfoot, Sheffield, S1 4PL
Sheffield SEN Disability Information, Advice and Support (SENDIAS)	0114 2736009	Floor 6, North Wing, Moorfoot Building, Sheffield, S1 4PL
Ryegate Children's Centre	0114 2717651 / 0114 2717610	Ryegate Children's Centre, Tupton Crescent Road, Sheffield S10 5DD
Speech & Language Therapy	0114 2262333	Sheffield Children's NHS Foundation Trust, Flockton House, 18-20 Union Road, Sheffield, S11 9EF
MAST (Multi Agency Support Team)	0114 2331189	MAST Agency Support team, Floor 3, Sorby House, 42 Spital Hill, Sheffield. S4 7LG
Fusion- Learning Support Team	0114 2507394	Talbot Specialist School, Lees Hall Rd, Sheffield. S8 9JP

Physiotherapy	0114 2717651	Community Occupational Therapy Department Ryegate Children's Centre, Tapton Crescent Road, Sheffield, S10 5DD
Police	0114 2202020	321 The Common, Sheffield, South Yorkshire. S35 9WL
Social Services	0114 2039591	Mease House, 96-100 Middlewood Rd, Sheffield. S64HA
School Nurse	0114 3053225	Centenary House, Heritage Park, 55 Albert Terrace Rd, Sheffield. S6 3BR
Community Youth Teams	0800 138 8381	Community Youth Team, Floor 3, Sorby House, 42 Spital Hill, Sheffield. S4 7LG
Sheffield SEN Disability Information, Advice & Support (Parent Partnership)	0114 2736009	Moorfoot Building, Floor 6 North Wing, Sheffield, S1 4PL
Special Educational Needs team (LA)	0114 2037545	Moorfoot Building, Floor 5 North Wing, Sheffield S1 4PL

11.2 Exam Access Arrangements

Students requiring additional support should be assessed to demonstrate whether they require special arrangements to be made for them during internal and external exams and assessments, so that they are not unfairly disadvantaged. These arrangements may include:

- Extra time
- Access to a scribe
- Access to a reader
- Access to a laptop.
- Specific seating.

Formal assessments and information regarding a student's "normal way of working" should be used to identify the support a student requires. The school should ensure that these arrangements happen in all formal exams and where possible during internal tests.

11.3 Transition

Transition for students with identified SEND should be facilitated through:

Year 6-7

- An enhanced programme of transition including extra visits to Stocksbridge High School
- Summer school
- Attendance at Annual Review meetings

- Visits to Primary setting to meet vulnerable students
- Visits to Primary setting to gather information to enable us to better meet student needs
- Meeting with parents
- Student Profiles from primary setting

KS3-4

- Support around choosing subjects to study at KS4
- Personalised pathways for students (eg EBACC, Central or Entry Level Pathway).

Post 16

Transition arrangements are also put in place to support the transition from KS4 to Post 16 settings. We believe that this is a crucial phase in the career of our students and identifying suitable Post 16 options and ensuring that knowledge regarding the needs of students with special needs is key to future success. Students with an Education Health and Care Plan and those identified as needing support with the transition process, may receive this through:

- Careers interviews with a Careers Advisor
- Visiting nearby Post 16 providers
- Support in completing their college application
- Part of the statutory review process
- Referral to Community Youth Teams to support students at risk of becoming Not in Education, Employment or Training (NEET).
- Applying for Independent Travel Training where it is deemed appropriate.

12. Supporting Students at School with Medical Conditions

Minerva Learning Trust recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case we comply with our duties under the Equality Act 2010.

Further details of the arrangements in place to support students at Stocksbridge High school with medical conditions can be found on the school website at [Policies : Statutory Information : Stocksbridge High School](#). This includes the Health and Safety Policy and the Supporting Students with Medical Conditions Policy.

13. Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff should undertake training and development as part of their directed time. Some CPD will be coordinated across the Trust by the Minerva CPD Lead. Training which is more tailored to the specific needs of the individual school will be led by member of the Senior Leadership Team with responsibility for CPD and the SENDCO.

Teachers can also access information about all students electronically via the school's management information system (SIMS) and student profiles (e.g. through programs such as MINT).

SENDCOs and Assistant SENDCOs from across the Trust regularly attend the LAs SENCO network meetings and Trust network meetings. All SENDCOs will be members of NASEN to keep abreast of local and national updates, have been involved in various LA working groups, have a wide range of experience as Locality Area SENCOs, delivering training to other SENDCOs etc.

14. Storing and Managing Information

Minerva Learning Trust Data Protection Policy can be found on the Trust website at <https://minervalearningtrust.co.uk/about-us/statutory-information>.

Stocksbridge High School's Data Protection Policy can be found on the school website at [Policies : Statutory Information : Stocksbridge High School](#)

15. Accessibility – Statutory Responsibilities

- The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled students and to implement their plans.
- Schools are required to produce accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area. Our accessibility plan can be found here – [Policies : Statutory Information : Stocksbridge High School](#)
- Stocksbridge High School should identify individual barriers for students through meetings with parents and students and professionals at previous primary schools.
- Stocksbridge High School should meet with Occupational Therapists and other professionals, e.g. physiotherapists who come into school with the student and help us produce a personalised plan for what the student would need in order to access the school's physical surroundings and the wider curriculum, such as, liaising with school transport services, wheelchair, foot rests, back rests, lift access, changes to the school environment, including structural changes to support access to the school.

- Extra transition visits should be organised to support this process. Information should be shared with teachers and support staff through the Student Profile so that the students' needs are met within the classroom.
- Additional training will be provided for staff where necessary, e.g. in manual handling of children.
- If students wish to attend clubs and trips, steps should be put in place to enable this, for example, sourcing a mobility bus. On-going outside agency support (for example, from the Occupational Therapist), together with regular reviews with parents, who can contact the SENDCO directly, mean that any change in need can be supported quickly and effectively.

16. Dealing with Complaints

If parents wish to make any comments or complaints, they can do so by following the steps outlined in the Trust Complaints procedure. This is available on both the Trust and individual school's websites.

17. Bullying

Minerva Learning Trust's Behaviour and Exclusions Policy contains the Trust Anti-Bullying Policy and can be found on the Trust website <https://minervalearningtrust.co.uk/about-us/statutory-information>. All schools within the Trust must also have an Anti-Bullying Policy, either within the Behaviour Policy or as a separate Policy.

Stocksbridge High School's Anti-Bullying Policy can be found on the school website [Policies : Statutory Information : Stocksbridge High School](#)

Bullying can affect students' social, mental and emotional health. School staff should support all students who are bullied, which includes being alert to where it may have a severe impact. Some students are particularly vulnerable to bullying, for example students with SEND. Others may be more vulnerable because they are going through a family crisis or are suffering from a health problem. Students in care and those with caring responsibilities may be vulnerable because they are socially isolated.

The nature and level of support will depend on the individual circumstances and the level of need. This can include a quiet word from a teacher that knows the student well, asking the pastoral team to provide support, providing formal counselling, engaging with parents, referring to local authority children's services, completing a Common Assessment Framework or referring to Child and Adolescent Mental Health Services (CAMHS).

While students who are bullied will not be routinely considered as requiring SEND support, we aim to provide support in a proportionate and tailored way to meet individual needs. The SEND Code of Practice considers that developing a graduated response to the varying levels of SEND among students is the best way to offer support, and this can include the needs of bullied children.

To find further information about the range of support that is available to schools, parents and students, go to - <http://www.anti-bullyingalliance.org.uk/advice/support-from-the-sector/>.

18. Safeguarding

Students with SEND are potentially more vulnerable because of bullying, social isolation, because they are less likely to disclose and because adults are more likely to assume that any issues may be linked to SEND (and not safeguarding). There are also additional vulnerabilities for students who have multiple services involved because of potentially inadequate sharing of info. In addition, adults are likely to overestimate a child's ability to stay safe. With this in mind, staff need to be aware of the particular vulnerabilities of SEND students and follow the School Safeguarding Procedures accordingly.

The Minerva Learning Trust Safeguarding Policy can be found here - <https://minervalearningtrust.co.uk/about-us/statutory-information>.

Stocksbridge High School's safeguarding policy can be found on our website here – [Policies : Statutory Information : Stocksbridge High School](#)

19. Monitoring and Evaluation

Monitoring and evaluation arrangements promote an active process of continual review and improvement of provision for all students. Monitoring and evaluation arrangements include external SEND reviews, data analysis (of progress, behaviour and attendance), work scrutiny, review meetings, multi-agency meetings, parent and student meetings, learning walks, formal observations, daily Every Lesson/Culture Walk, SLT visits, student interviews and student assessments, internal SEND department QA procedures, review of intervention impact.

20. Equality Impact Assessment

The Trust will carry out Equality Impact Assessments in order to ensure that policies, procedures and practices cater for individuals who share protected characteristics in relation to the Equality Act 2010. The purpose of these assessments is to ensure that policies, procedures and practices within the organisation are fair to all. If unfairness is highlighted, the assessment will also seek to show how this can be changed and, where it can't be changed, how it can be improved.

The Trust will monitor the impact of the policy to assess whether there is evidence of a detrimental impact on anyone with a protected characteristic as a result of the application of this policy. The assessment will include consideration of adaptations or changes which can be made to address any issues identified.