



Pendle Education Trust

Policy/Procedure/Guideline Review

Policy/Procedure/Guideline:	Special Educational Needs Policy
Senior Manager Responsible:	Mr Awais Akhtar – SENDCO
LAC Approval:	March 2026
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1. Aims, Legislation and guidance

The aims, objectives and practice of this policy comply with the statutory requirement laid out in the SEND Code of Practice 0-25 (1st September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010
- Advice for schools DfE Feb 2013
- SEND Code of Practice 2015
- Schools SEN Information Report Regulations 2014
- Statutory Guidance on Supporting Pupils at school with medical conditions August 2017
- The National Curriculum in England 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Anti-bullying policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- KCSIE part 1 2025
- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinator (SENDCos) and the SEND information report



Our SEND policy and information report aims to:

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

It was developed over a consultation period in partnership with students, parents, staff and governors.

West Craven High School's Special Educational Needs and Disabilities vision is to identify and remove the barriers students with SEND face so that they can achieve their full academic and personal potential.

At West Craven High School, we believe our teachers are all teachers of students with special educational needs (SEND). They are accountable for all students' progress and attainment including those who have SEND.

We want our Students with SEND to leave West Craven High School with the skills, confidence and drive to achieve their future aspirations and to make a lasting contribution to the communities in which they live.

We value:

- All of our students, regardless of disability or special educational needs.
- Our students' views, wishes and feelings.
- Parents & Carers views, wishes and feelings. We acknowledge that they are the expert on their child's needs.
- Our staff and their commitment to finding personalised solutions to students SEND.
- The contribution that agencies and community groups make supporting our students with SEND.
- Inclusive values such as; equality, compassion, trust, rights, love, joy, courage and honesty.
- Every child and young person's right to high quality education in their locality.
- The whole development of student's personality, talents and abilities.

Broader Aims and Objectives

- To identify students with special educational needs and additional needs and provide effective provision and support.
- To work within the guidance of the SEND Code of Practice, 2015.
- To operate a whole school approach to the management, identification and provision for students with SEND.
- To provide a Special Educational Needs Coordinator (SENDCo) who will work with the SEN and Disability policy and ensure staff have the training and tools to implement support and provision.
- To provide support and training for all staff working with children with special educational needs.
- To ensure pupils, parents or carers and school are partners in planning, reviewing and strategic decision making.
- To ensure that SEND and inclusive practice is positively valued by all members of the school community.
- To ensure that all students with SEND are offered full access to a broad, balanced and appropriate



mainstream that sets high expectations for every student whatever their prior attainment.

- To use our best endeavours to ensure that any student with SEND gets the support they require.
- To implement a graduated approach and use the Assess, Plan, Do, Review approach in line with the SEND Code of Practice, 2014 to achieve a high level of achievement for all.
- To work collaboratively with external agencies and specialists.
- To ensure the Equality Act 2010 duties for pupils with disabilities are met.
- In conjunction with the Medical Policy, assist in making arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils with medical conditions.
- We aim to create an inclusive community where everyone is valued and has access to equal opportunities.
- Our staff aim to include students with SEND by facilitating participation and displaying compassion, trust, wisdom and optimism.
- We aim to develop all our students to show compassion, an understanding of how to include others and courage to overcome obstacles.

Our approach

- We work together with students, parents, staff and outside agencies to secure the best outcomes for our students with SEND.
- We invest in the development of reading, writing and mathematical skills so that students with SEND may gain the skills they need to achieve in these 'Gateway subjects' that allow them to follow their chosen 16+ pathway and secures them options in the future.
- We create opportunities to foster good relations between students with and without SEND through assembly themes, PSHE lesson topics and teacher's awareness of how to model and support communication skills.
- We eliminate unlawful discrimination, harassment and victimisation against students with SEND by ensuring that everyone understands what behaviour is expected of them and that the above will not be tolerated.
- We promote the advance of equality of opportunities of students with SEND by making reasonable adjustments. These enable students to participate in all areas of school life such as school trips, clubs and access to further study or employment opportunities.

2. Definitions

A student has SEND if they have a learning difficulty or disability which 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 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.



3. Roles and responsibilities

3.1 The SENDCo

The SENDCo is Awais Akhtar

Awais Akhtar, The SENDCo will:

- Work with the Principal / SLT 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 students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with both the previous and potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the Principal and governing board 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 students with SEND up to date

3.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Principal and SENDCo to determine the strategic development of the SEND policy and provision in the school

3.3 The Principal

The Principal will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school



- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

3.4 Subject teachers

Each subject teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

4. SEND involvement pathways

4.1 The kinds of SEND that are provided for

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

- Communication and interaction, for example, autistic spectrum disorder, Autism Spectrum Condition ASC, Pathological Demand Avoidance PDA and speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate learning difficulties
- Trauma Experienced difficulties

4.2 Identifying students with SEND and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Staff will make regular assessments of progress for all students 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.

The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the teacher working with the SENDCo should assess whether the child has SEND.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

Parents or carers can raise concerns about their child's development to a Subject Teacher or other staff member who works with their child. Children or Young People who have concerns can talk to a member of staff.

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 student 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.

4.3 Consulting and involving students and parents

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

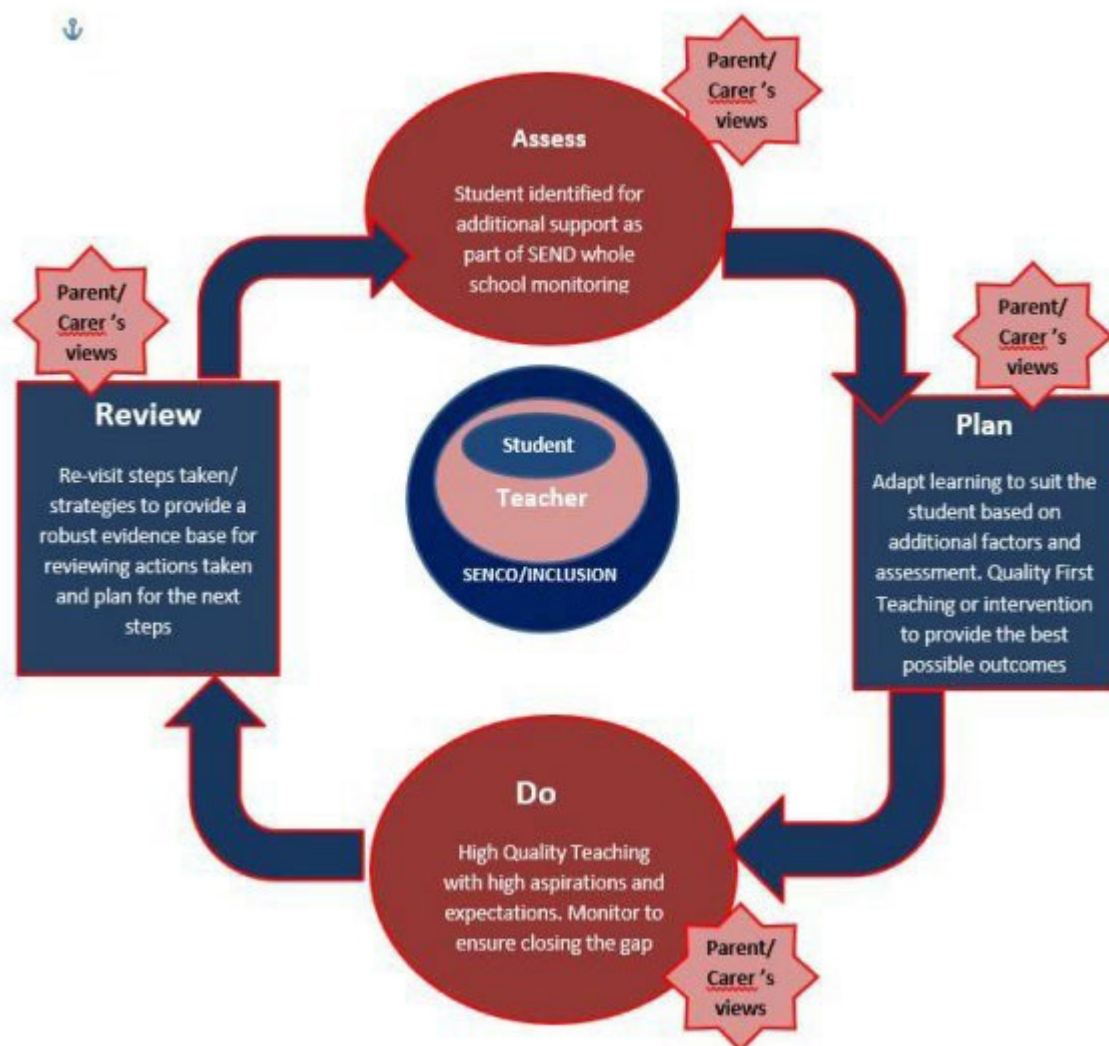
- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' and student's views
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the student's record and given to their parents.
- We will formally notify parents when it is decided that a student will receive SEND support.

4.4 Assessing and reviewing students' progress towards outcomes

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



The Graduated Approach: SEND Identification Process



The subject teacher will work with the SENDCo to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviours that challenge or cause concern
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student'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 student 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 student's progress.



4.5 Supporting students moving between phases and preparing for adulthood

The SENDCo conducts visits with Year 6 students and their parents / teachers in order to gather information needed to plan for transition activities. The SENDCo attends the Annual Review meetings of students in Year 6 with EHCPs. All SEND information is collected or shared via Common Transfer Files from Primary Schools; this allows staff to prepare information that needs to be shared with staff in advance. Extra transition meetings/ school visits are offered where needed.

When students prepare to move into Year 10 we provide extra support for students with SEND choosing their option subjects. Staff mentor meets with the students to discuss their progress and future aspirations. They will also be given extra information, should it be required, about curriculum pathways and college / apprenticeship / employment requirements.

Work concerning Preparation for Adulthood begins in year 9. Students with EHCPs meet with their key worker to create their personalised Lancashire County Council transition plan. Their key worker will support the student to work through the outcomes of their transition plan including; researching careers, provision from health and social care, college courses, apprenticeships and meaningful work experience placements.

In Year 11 SEND students are offered an enhanced transition support with a personalised approach which can include; extra visits to college, transport planning, support with College applications and interviews.

4.6 Our approach to teaching students with SEND

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

High quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students.

We will also provide access to interventions including:

- Lexonik intervention. To support by addressing phonics gaps with age-appropriate resources, ensuring students of all ages can build foundational literacy skills quickly and confidently.
- Reading and Spelling Support Programmes including Lifeboat and TRUGS
- Indirect Dyslexia Learning (IDL) Reading, Memory and Spelling Skills Targeted programme.
- Handwriting & Touch-typing Support.
- SEND Homework Club
- Quiet space at break at lunch
- Emotional Support from our Burnley Football Club Wellbeing Worker.
- Pastoral support from the Pastoral Heads of Years and CLA Link Teacher.
- Social skills interventions – Lego Social Intervention, Outdoor Learning



4.7 Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

4.8 Additional support for learning

- We have Teaching Assistants who deliver in-class support and interventions.
- A Behaviour Mentor
- An Emotional Well-being Worker
- Pastoral Leaders for each year group
- A SEND Teacher who is experienced in supporting students with SEMH and C&I difficulties.
- We have a Specialist Teacher who is qualified to deliver specialist assessments and interventions.
- SENDCo
- A SEND Support Hub

SENDCo, Specialist teacher or teaching assistants can support teachers to enable students to access the curriculum. Teaching assistants will support students in small groups as directed.

We also work with a range of outside agencies to provide support for students with SEND as described in 4.13.

In addition to this we have an effective working relationship with local Alternative Provisions.

4.9 Expertise and training of staff

We have a team of experienced teaching assistants who are trained to deliver SEND provision.



Staff are trained in a range of SEND Support including; The SEND Code of Practice (2015), Executive Functioning, Supporting Reading Development, Autism, ADHD, Trauma Informed Practice, Emotional Based School Avoidance, Inclusion and Belonging, Asthma, Epilepsy, Access Arrangements, Supervision Skills for Staff, Listening to parental views, Spelling, Phonics, Safeguarding, Prevent and GDPR.

We use specialist staff for specialist assessments, SEND baselining and delivering specific SEND training to school staff.

4.10 Securing equipment and facilities

For students who require additional resources or equipment to access the curriculum we seek advice from, and work closely with, the relevant outside agencies. We train staff in the use of these resources and carry out the necessary risk assessments for these students.

Provision for medical conditions

West Craven High School

- is wheelchair accessible,
- has disabled parking,
- has a large disabled toilet/wet room,
- ramps throughout the school so ground floor facilities are accessible,
- lift available for middle and top floor,
- stairs with hand rails,
- timetable adapted – to ensure most teaching takes place on the ground floor where necessary and possible,
- regularly reviewed medical register with individual Healthcare plans as needed,
- toilet pass issued where appropriate
- Pastoral staff member as a keyworker who acts as the 'go to' person for the student,
- weekly visit for the school nurse,
- annual training for Epilepsy as well as training for certain conditions when required.
- many of our staff are first aid trained,
- parents need to contact the school office if medication is recommended by Health Professionals to be taken during the school day, as it can only be administered after a medical form has been signed and received by the school office.



4.11 Evaluating the effectiveness of SEND provision

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

- Reviewing students' individual progress towards their targets each term
- Reviewing the impact of interventions every term/
- Student and parent questionnaires and meetings
- Monitoring by the SENDCo
- SENDCo lesson drop-in's / Observations
- Holding annual reviews for students with EHC plans
- Ongoing monitoring and reviewing the Pupil SEND Pupil Passports

Enabling students with SEND to engage in activities available to those in the school who do not have SEND

All our extra-curricular activities and school visits are available to all our students.

All students are encouraged to be included on School trips, residential and activities outside the classroom. If necessary, additional support will be discussed with parents, and provision will be put in place. A risk assessment is carried out prior to any offsite activity to ensure everyone's safety. If an activity is deemed unsafe for your child to participate in, an alternative activity, which covers the same curriculum area, will be provided.

All students are encouraged to take part in sports day/school plays/special workshops and subject specific after school clubs.

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

We support students with disabilities by having a fair admissions policy and ensuring that disabled students are not treated less favourably than other students.

Our Accessibility Plan can be found on our School website.

4.12 Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEND are encouraged to be part of the school council
- Social skills workshops
- Students with SEND are also encouraged to be part of extra-curriculum clubs to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying. Hurtful behaviour is challenged, discussed and dealt with. Our reporting system aims to be flexible, accessible and confidential for all students. Assemblies, PSHE lessons, staff language, classroom and corridor displays include themes where difference is celebrated, rights discussed and role models with SEND are promoted. Respect is shown to all students who want to keep information about their SEND private.



4.13 Working with other agencies

We work closely with any external agencies that we feel are relevant in meeting individual students' SEND and supporting their families.

Outside Educational agencies include:

- Educational Psychologists
- Alternative Provisions
- National Teaching & Advisory Service

Health Services include:

- CYPMHEast (Children and Young People's Mental Health East)
- Community and Neurodevelopmental Paediatrics.
- The School Nurse
- Speech & Language Therapists (SaLT)
- Occupational Therapists
- Physical and Sensory Advisors
- Specialist Teachers for ASD, SEMH, Visual impairment, Hearing impairment

Social Support, well-being and prevention:

- Pendle Domestic Violence Team
- Police Early Action Team
- Pendleside Hospice – bereavement
- Barnardos
- We Are With You
- ADHD Northwest

4.14 Education Psychologists, National Teaching & Advisory Service and Spring North, Children and Family Wellbeing,

4.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCo, Mr Awais Akhtar, in the first instance. If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Principal, Mr. John Bates. If the Principal is unable to resolve the difficulty the Parents/Carers should put their concerns in writing to the SEND Governor. The Chair of Governors will be involved after other avenues to resolve the situation have been exhausted. Parents may request support from the LEA's 'SENDIAS' representative.

The parents of students 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



4.16 Contact details of support services for parents of students with SEND

The following services are available to SEND children and parents in their local area.

Autism friendly film screening and activities

Unit 1, Pioneer Place, Curzon St, Burnley, BB11 1FB

01282 416329

The cinema will host an autism friendly film every 2 weeks.

Deaf & Hard of hearing screening

Reel Cinema

Hollywood Park

Manchester Road

Burnley

BB11 2EG 01282 457711

Subtitled films for the hard of hearing, every Tuesday.

Youth clubs and activities for young adults Buddy's Club

Burnley Play Association

The Vanguard Community Centre 65

Bevington Close, Burnley BB11 4SD

01282 416 194, vanguardcc@btconnect.com

SEN Youth Group where you can meet new friends and play, learn and create together. Indoor activity space, quiet room for games and sensory room. Also outdoor sports area, green space and play park. Different themed activities each week. Ages 6 – 16 years. Mondays, 6pm - 8:30pm, £2 per week

Colourful Voices Youth group

The Zone Pendle

Leeds Road Nelson

BB9 8EL 01282 470877

Various activities, dance studio, organised trips for ages 12-25. Open to all young people with disabilities aged 12-25 in the surrounding area. Tuesdays, 7pm-9pm.



The Zone in Burnley
Whittam Street Burnley
BB11 1LW
01282 471222, kelvin.sarsfield@lancashire.gov.uk

Various activities, internet café, kitchen, sports hall, music room and dance studio.
Open to all young people with disabilities aged 12-25 in the surrounding area. Every Tuesday 7pm-9pm.

**Speech & Language therapy
Talking Together sessions**

Reedley Hallows Children And Family Wellbeing Services
Burnley Campus
Barden Lane Burnley
BB10 1JD 01282 682285

Adapted Talking Together sessions, directed input from staff then play session to model strategies alongside parent. Four weekly sessions of 1½ hours run each half term.

Cycling club

Ridgewood School
Eastern Avenue Burnley
BB10 2AT

Samantha Jackson/ Diane Colton, 01282 953653
Cycling with Wheels 4 All bikes. Tuesdays, 3.30pm-4.30pm.

This club is a sports club designed for children between 8-19 years with special needs.
Wednesdays 6pm-8pm, £3 per session

Sport for All

Burnley FC in the Community – venues across Burnley Lewis
Rimmer
Tel: 01282 704 716
Email: l.rimmer@burnleyfc.com
Facebook: [@burnleyfccommunity](https://www.facebook.com/@burnleyfccommunity)



Sessions are designed to engage and empower members of the community who have a disability. Develop both physically and socially, using sport to achieve this. Age groups: under 16/16 and over. Mon, Tue, Wed, Fri; contact for details of activities and times. All sessions are free.

Aqua Lions

St Peters Leisure Centre Church Street
Burnley BB11 2DL
01282 664444 or Brian Crossley, 07764 790 386

This session is for our members to relax and try to improve their swimming, in a friendly and comfortable environment. We encourage parents and siblings to go for a swim with the child or young person with SEND as this does seem to help the children and young people's confidence. It is a session based on enjoyment and togetherness. Ages 0 – 19. Sundays 4pm- 5pm. Free.

Trampolining. All inclusive groups: 3-18 years Sundays, 10am–11.30am

Parent, carer support groups in Pendle

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/carers-support/parent-carer-support-groups/#East>

Lancashire SEND Information Advice and Support Service (SENDIASS)

<https://www.sendirect.org.uk/providers/information-advice-and-support-services-network/my-services/lancashire-sendiass/>

Time: Monday to Friday, 9am to 5pm Contact
number: 0300 123 6706

4.17 Contact details for raising concerns

In the first instance, parents/carers are encouraged to talk to their child's Form Tutor/Pastoral Leader. The SENDCo can also be contacted by calling the school office 01282 812292

SENDCo – Mr Awais Akhtar

4.18 The local authority local offer

Our contribution to the local offer, please see WCHS Local Offer

Our local authority's local offer is published here: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>



5. Monitoring arrangements

This policy and information report will be reviewed by the SENDCo 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.

6. Links with other policies and documents

This policy links to our policies on:

- Admission Policy
- Accessibility plan
- Behaviour Policy
- Equality information and objectives
- Medical Policy
- *The United Nations Convention on the Rights of the Child. Especially;*

Article 23 '*A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community. Governments must do all they can to provide free care and assistance to disabled children*',

Article 28 '*Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in Academy's must respect children's human dignity. Wealthy countries must help poorer countries achieve this*'

Article 29 '*Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.*'

