Ulverston Victoria High School

Special Educational Needs and Disabilities (SEND) Policy

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Contents

Statement of intent 2
Legal framework 2
Introduction 4
Vision for all Pupils 4
Aims 4
Definitions 5
Purpose of the Policy 5
The Role of Staff in Supporting Pupils with SEND 6
Identification of SEND and Approach to Supporting Pupils 8
Rationalising Intervention 10
Challenging Behaviour & SEND 11

Statement of intent

Ulverston Victoria High School believes that all pupils are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood.

This policy outlines the framework the school will use in meeting its duties, obligations and principal equality values in providing an appropriate high-quality education for pupils with SEND.

Through successful implementation of this policy, the school aims to eliminate discrimination and promote equal opportunities.

The school will work with the LA, in ensuring that the following principles underpin this policy:

- The involvement of pupils and their parents in decision-making.
- The early identification of pupils' needs and early intervention to support them.
- A focus on inclusive practice and removing barriers to learning.
- Collaboration between education, health and social care services to provide support.
- High-quality provision to meet the needs of pupils with SEND.
- Greater choice and control for pupils and their parents over their support.
- Successful preparation for adulthood, including independent living and employment.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. For the purposes of this policy, a pupil is defined as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age.
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.
- Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings.

Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014

- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2018) 'Working Together to Safeguard Children 2018'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2022) 'Keeping children safe in education 2022'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Pupil Confidentiality Policy
- Data Protection Policy
- Records Management Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Careers Policy
- Suspension and Exclusion Policy
- Behaviour Policy
- Complaints Procedures Policy
- Accessibility Policy

Introduction

This policy should be read in conjunction with the 2014 Pupil and Families Act and the

Special Educational Needs and Disability Code of Practice 0 to 25 years. This policy should also be read in conjunction with the policies below and the SEND information report:

- Admissions Policy
- Equality and Objectives Policy
- Anti-Bullying Policy
- Behaviour Statement & Policy
- Safeguarding Policy (including Child Protection)
- Supporting Children with Medical Conditions Policy
- Accessibility Plan

This policy has been shared with the following stakeholders:

Headteacher, SLT, SENCo, teaching staff and governing bodies. The SENCo is responsible for developing and implementing the policy.

Vision for all Pupils

- Ulverston Victoria High School staff have unwaveringly high expectations of all pupils without exception and strive to foster a culture, a way of working, and a climate that is truly inclusive. All children should have the opportunity to learn a broad and balanced curriculum which enables them to achieve their full potential as individuals.

- At Ulverston Victoria High School, we recognise that pupils with SEND - often those with the biggest barriers to learning - need the highest quality input from great teachers who know them as individuals.

- At Ulverston Victoria High School, all staff are responsible for pupils with SEND, and supporting pupils with SEND is a whole-school focus. Every single staff member must take collective and deliberate action to break down barriers to learning.

Aims

- To establish our shared vision which includes all pupils at Ulverston Victoria High School.
- To set out the roles of teaching staff and the support given to support all pupils with SEND.
- To outline how we build an ongoing, holistic understanding of our pupils and their needs in a meaningful manner and disseminate this information in the most effective way to support our pupils.
- To outline how we ensure all pupils, including those pupils with SEND, have access to high-quality teaching and provision within school.
- To outline how we ensure that pupil needs are identified early using the Code of Practice Framework.

- To rationalise the use of intervention and extraction from lesson including the deployment of Senior Teaching Assistants (STAs) in the classroom.
- To outline a co-collaborative process between education, parents, children, health and social care services to provide support.

Definitions

For this policy, a pupil is defined as having SEND if they have a:

- Significantly greater difficulty in learning than the majority of pupils of the same age that requires them to access provision that is different from or in addition to that which is normally available to peers of the same age.

- Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream schools or mainstream post-16 institutions.

- Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

Purpose of the Policy

Nationally, pupils with SEND perform significantly worse than their peers without SEND, attend school less regularly, and are disproportionately represented in school suspension and PA data. Furthermore, we are acutely aware that we are working within an everchanging SEND landscape. Pupil need continues to rise, and schools are seeing an increasing number of pupils with complex need. Therefore, Ulverston Victoria High School requires a highly flexible and specialised approach is required to meet the needs of all pupils in our community. In order to ensure this, it is important to recognise what less effective SEND provision looks like:

• Segregation of pupils with SEND through Modified Curriculum (where pupils with SEND are set into classes predominantly populated by pupils with SEND).

• A narrowing of the curriculum offer due to withdrawal from lessons for interventions with poor accountability measures, and without a strong reasoning underpinning the rationale for the intervention.

• A lack of focus on high-quality teaching for all pupils.

In order to make sure that our practice is the most effective that it can be, we have established the following core values:

Pupils with SEND are everyone's responsibility. SEND is not a definition for a pupil; rather, it is a way in which we can fully understand and meet their needs. We recognise that at any point in a pupil's educational journey, they may require support that is additional to and different from the universal offer. We commit ourselves to ensuring that support is given to pupils in a timely and meaningful

way, regardless of whether or not a pupil has an EHCP. All pupils should have access to an educational environment where they can thrive and fulfil their unique potential.

We know that pupils with SEND often face the most significant barriers to learning. These pupils have the right to the highest quality input from classroom specialists who know them well to ensure their success. The Ulverston Victoria High School SEND Policy is designed to outline our vision for pupils with SEND; how they are supported to participate fully in school life through the collective and deliberate action of all staff; how the school's systems and procedures support our SEND pupils through high expectations; and how we work collaboratively with parents, carers, across pastoral/academic, and with external agencies.

The Role of Staff in Supporting Pupils with SEND

"Ensure all pupils have access to high quality teaching. To a great extent, good teaching for pupils with SEND is good teaching for all." (EEF, Special Educational Needs in Mainstream Schools).

The SENCo

The SENCo will:

- Work with the Headteacher and relevant staff 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 pupils with SEN and disabilities, 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 and disabilities 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 pupils' needs effectively.
- Be the point of contact for relevant external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Ensure the school keeps the records of all pupils with SEN and disabilities up to date (in line with GDPR). In order to do this effectively, the SENCo will:
- Achieve/hold the NASENco award.
- Attend SENCo networks.
- Obtain training where appropriate on request.

The Assistant SENCo will be directed by the SENCo to ensure that all duties are undertaken to a very high standard.

Classroom Teachers

"Searching for a 'magic bullet' can distract teachers from the powerful strategies they often already possess." (SEN in Mainstream Schools - EEF).

At Ulverston Victoria High School, our teaching is underpinned by the following core principles:

- Pupils with SEND should be taught a full curriculum (in line with the National Curriculum) with access to the full breadth of subjects.
- The curriculum content should not be diluted for any pupil and they are taught towards the same curriculum goals as their peers.
- Pupils with SEND require the highest quality input from expert teachers as we acknowledge that the barriers to learning for these pupils are often more acute.
- Teachers are responsible for the learning and progress of all pupils within their classes, including pupils with SEND.

Good teaching for pupils with SEND is good teaching for all pupils. The curriculum and its delivery are fundamental to the success of all pupils within the classroom and beyond. Classroom teachers are responsible for:

- Planning the delivery of the curriculum with the view to support the pupils with the greatest barriers to learning from the outset.
- Setting high expectations for every pupil with the aim to teach them the full curriculum - whatever their prior attainment. All pupils are taught towards the same curriculum goals.
- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Being aware of the needs and support provided to any pupils with SEND they are working with including their Pupil Passport.
- Working to form meaningful and productive relationships with all pupils to create a sense of belonging in the classroom and around school.
- Working collaboratively with any additional support staff that are assigned to their class.

In order to this effectively, all teaching staff will:

- Have access to a high-quality CPD offer run within school and across the trust.
- Have access to resources from WalkThrus, as well as a proportion of TEDs in the staffing body.
- Have access to the SENCo and SENCo Assistant to seek individualised expertise and support.

Senior Teaching Assistants

At Ulverston Victoria High School, all staff are responsible for all pupils. Whilst there may be key individuals, possibly with EHCPs, who require high levels of individualised support, both senior teaching assistants and teaching staff are within a lesson to maximise academic progress for all pupils and enable independence by working together collaboratively.

Senior teaching assistants are allocated to lessons based upon a number of variables including:

- Statutory legal requirement.

- Learning behaviours for specific groups of pupils.
- The number of pupils with complex need.
- The number of pupils with significant cognition and learning needs that result in them not being able to access the universal curriculum offer despite adaptations having already been made.

There may also be periods of time where learning support staff are allocated to a class or pupils in response to other factors including pastoral, welfare and safeguarding factors. There may be other points, where because of staff absences, Senior Teaching Assistants may need to cover other lessons that they may not normally support in.

In order to this effectively, all Senior Teaching Assistants will:

- Have access to a high-quality CPD offer run within the school
- Have access to resources from WalkThrus.
- Have the opportunity to work with external agencies to further their development.
- Have the opportunity to request self-directed CPD in an area of their interest.
- Have access to the SENCo to seek individualised expertise and support.

Governing Committee

The governors are regularly informed of the implementation of this policy through the Local Governing Committee. Governors play a major part in school self-review and have established mechanisms to ensure that they are fully informed about all aspects of school. In relation to SEND, the Governing Committee make sure that:

• They are fully involved in developing and monitoring the school's SEND policy.

• All governors, especially any SEND Governors, are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed.

• SEND provision is an integral part of the School Improvement Plan.

• The quality of SEND provision is continually monitored.

Identification of SEND and Approach to Supporting Pupils

Timely identification is essential in ensuring that a pupil meets their full unique potential. Emerging Concerns forms are used within school when a teacher or other member of staff has a concern about a pupil which is related to their needs in the classroom. In the first instance the member of staff will discuss their concerns with their Head of Faculty. This is a teaching and learning discussion in which staff members draw on their expertise as classroom practitioners to determine to what extent the classroom teacher can support the pupil further in their learning. This may be through observations, peer observations, observing the pupil in other lessons, discussions around quality-first teaching strategies etc. After an initial discussion, good practice would be to collaborate on a strategic teaching and learning plan. Once implemented, close monitoring of how the strategy

impacts the learning of the pupil is important - this will form evidence to help to modify or tailor the strategy further, or become pivotal in improving the learning of this pupil across the curriculum. This process, where involvement from the SEND faculty becomes necessary, may look like the following steps:

1) Discuss with Head of Faculty the needs of the pupil.

2) Quality first teaching strategy trialled (half-term).

3) If the strategies put in place have made no impact on the pupils' learning, staff member will fill in the Emerging Concerns form. They may contact parents to gather their views.

4) HLTA, Assistant SENCo or SENCo will complete diagnostic assessment/information gathering in the area of need if deemed necessary/ classroom observations.

5) Decision made by SENCo about whether the pupil needs to be placed on the SEND register (see below 'SEN Support').

6) Parents are informed and their parental views are obtained for the parental section of the Pupil Passport. A parental meeting may take place to discuss the pupil and how the school can support them further.

7) Creation of Pupil Passport.

8) Possible further intervention.

SEN Support

SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

Assess

In identifying the nature of the needs of a pupil, the class or subject teacher, working with the SENCo, will carry out a clear analysis of the pupil's needs. We will take into account the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need. In some cases, outside professionals from health or social care may already be involved with the pupil. These professionals should liaise with the school to help inform the assessments.

Plan

When it is decided to provide a pupil with SEND support, the parents will be notified and asked to contribute their voice to the Pupil Passport of the pupil. 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. The support and intervention provided

should be selected to maximise the progress of the pupil. Progress is not limited to academic progress but may, for example, include progress within areas of difficulty specific to the pupil's needs, such as social and emotional progress.

Do

The SENCo or subject teachers should remain responsible for working with the pupil on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. (Refer to "Rationalising Intervention"). Ulverston Victoria High School firmly believes that the majority of pupils can learn successfully within the classroom when the correct support is put in place for them. Wherever appropriate, pupils with SEND will be taught with their peers and will work towards targets that will allow them to fulfil their potential. Staff/ the SENCo should work closely with any senior teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo will support the class or subject teacher in the further assessment of the pupil's particular strengths and areas of need, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed and evaluated in line with the agreed date. The impact and quality of the support and interventions should be evaluated. This should feed back into the analysis of the pupil's needs. We will consider a range of information to review the effectiveness of our provision and this will be conducted by the SENCo and relevant staff. Parents/carers will have clear information about the impact of the support and interventions provided enabling them to be involved in planning next steps. Other agencies may be involved at this stage. Where a pupil continues to make less than expected progress, despite high-quality provision, we would consider involving specialists from outside agencies, and consider whether or not an EHCP assessment is required.

Rationalising Intervention

"Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less." (2015 Code of Practice)

Rationale for intervention

In some specific cases, pupils with SEND may be faced with barriers to their learning that transcend what can be provided for in a classroom setting. This may be 'intervention' such as physical therapy which is stated on an EHCP, or this may be that the pupil's knowledge of phonics is too underdeveloped to ensure improvement within a secondary classroom setting.

Intervention is appropriate if:

- It results in the increased ability of pupils to access the curriculum.
- It is delivered by experts.

- It is time sensitive and has clear, measurable goals situated within a designated timeframe.
- It is well-planned to ensure that time removed from the mainstream curriculum is not detrimental to the overall progress of the pupil.

In order to ensure that all pupils receive the same opportunities to receive a broad and balanced curriculum, it is important to recognise that some pupils require intervention to navigate both the curriculum, and day-to-day secondary school life. Intervention should never be seen as a replacement for curriculum, but rather it is a stepping stone to enable the pupil to fully achieve their unique potential.

Challenging Behaviour & SEND

Ulverston Victoria High School takes into account the Equality Act (2010) when forming its behaviour policy and ensures that reasonable adjustments are made to the behaviour policy when a pupil's behaviour may be as a result of their needs. In consultation with the SENCo and SLT, the following guiding principles were established:

Guiding Principles

● At Ulverston Victoria High School, we have high expectations with compassion for all pupils. All pupils should follow the behaviour policy and consequences applied equitably and fairly to all pupils.

● It is everyone's responsibility to support all pupils to meet our high expectations.

● Pupils with SEND often have the most acute barriers to learning. We acknowledge that sometimes poor conduct is a symptom of wider needs and when addressing this we look at our own provision.

● Ulverston Victoria High School does not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgment on the facts of the situation.

● Just because a pupil has been identified as having SEND, does not necessarily mean they will display poor conduct.

For further information or clarity regarding how this policy is implemented, please see the SEND Information Report. The effectiveness of this policy is mostly monitored via whole school Quality Assurance processes regarding the progress and attainment of pupils with SEND, in addition to the 'review' aspect of the graduated response.