



Special Educational Needs and Disability Policy

Nominated Lead Member of Staff: Liz Healey (SENDCo)

Status & Review Cycle: Statutory (Annual Review by Full Governing Board)

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1. Definitions of Special Educational Needs and Disability (SEND)

The definition of SEND is taken from Section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

SEND may be short-term or long-term and can present across four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

The SEND Code of Practice (0–25) accompanies this legislation.

The SEND Local Offer is a resource, which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services that are available to both those families in Cheshire East that have an Educational Health and Care Plan and those who do not have a plan, but still experience some form of special need.

The Cheshire East Local Offer is available on their website.

[Local Offer](#)

The school's information report is available to view on our website.

[TS-SEND-Information-Report-2025-2026-1.pdf](#)

2. Mission Statement

Tytherington School is committed to providing an inclusive learning environment where all pupils, including those with SEND, are supported to achieve their full potential.

Learning is at the heart of everything we do. We value strong relationships, personalised learning and high expectations for all. Staff and students learn together within a respectful, nurturing and aspirational community.

3. Aims and Objectives

“Every Teacher is a Teacher of SEND”

Aims

- To provide access to a broad, balanced and ambitious curriculum for all pupils, including those with SEND.
- To promote independence, resilience, equality and self-advocacy.
- To celebrate progress and achievement in all its forms.
- To prepare pupils with SEND for adulthood, further education and employment.
- To foster positive partnerships with parents/carers.

Objectives

- To identify SEND as early as possible using a graduated approach.
- To ensure high-quality teaching (Quality First Teaching) as the foundation for all SEND provision.
- To monitor progress rigorously and intervene promptly.
- To work collaboratively with parents/carers and external professionals.
- To actively include pupil voice in planning and review processes.

4. Responsibility for SEND

- **Assistant Headteacher – Inclusion and SENDCo:** Mrs E Healey
- **Deputy SENDCo:** Miss A Warrington
- **Head of Links:** Mrs K Goldie

The SENDCo has strategic responsibility for SEND provision and ensures statutory duties are met. The Deputy SENDCo and Head of LINKS coordinate day-to-day implementation.

5. Arrangements for Coordinating SEND Provision

The HUB maintains:

- SEND Register
- Provision Maps
- Learning Profiles
- EHCP documentation and Annual Reviews
- Dyslexia and Literacy Registers

All staff have access to SEND documentation via the school's shared system. This ensures staff understand individual needs and strategies and can plan accordingly.

6. Admission Arrangements

Admissions follow national legislation including the Equality Act 2010.

Pupils with SEND, including those with EHCPs, are welcomed. Transition arrangements include:

- Liaison with feeder schools
- Meetings with parents/carers and agencies
- Individual transition plans where appropriate

7. Specialist SEND Provision

Tytherington School is fully inclusive. We support pupils with a wide range of SEND and seek specialist advice where required.

8. Facilities for Pupils with SEND

- Two designated support rooms (KS3 & KS4/5) and SEND office
- Reasonable adjustments made to ensure accessibility
- Support for sensory and physical needs

9. Allocation of Resources

- Element 1 and 2 funding used to meet SEND needs
- High Level Needs funding accessed through Local Authority
- Allocation agreed by SENDCo
- Pupil Premium used where appropriate

10. Identification of Pupils' Needs

A Graduated Approach

Tytherington School adopts a graduated approach to identifying and supporting pupils with Special Educational Needs and Disabilities (SEND), in line with the SEND Code of Practice (2015). This approach recognises that pupils' needs may change over time and ensures that support is carefully matched, reviewed and increased where necessary. Provision begins with high-quality classroom teaching and progresses to targeted SEND Support where required.

Quality First Teaching (QFT)

High-quality teaching is the first and most important response to emerging needs. All teachers are responsible and accountable for the progress and development of pupils in their classes, including those with SEND. Quality First Teaching is inclusive, ambitious and adaptive, and involves well-planned lessons, effective differentiation, reasonable adjustments and positive classroom relationships. Through ongoing assessment and responsive teaching, barriers to learning are identified early and addressed within the classroom wherever possible.

SEND Support: Assess – Plan – Do – Review

Where a pupil continues to experience difficulties despite Quality First Teaching, SEND Support is implemented using the graduated **Assess, Plan, Do, Review** cycle. This is a structured, cyclical process designed to ensure that provision is purposeful, evidence-based and responsive to individual need. Parents/carers and pupils are actively involved throughout, and their views are central to decision-making. The cycle is repeated and refined as needed to secure improved outcomes for the pupil.

11. Access to the Curriculum

Pupils with SEND are supported to access mainstream lessons wherever possible, alongside their peers. Tytherington School is committed to inclusive practice and recognises that high expectations and shared learning experiences are central to pupils' academic progress, social development and sense of belonging. Decisions about curriculum access are made on an individual basis, taking account of pupils' needs, strengths and views, and in partnership with parents/carers. Where full-time mainstream access is not appropriate, flexible and carefully planned arrangements are agreed to ensure pupils remain fully included in school life.

Differentiation and reasonable adjustments are routinely implemented by class teachers as part of Quality First Teaching. This may include adapting lesson content, resources, teaching approaches or outcomes to meet individual needs. Reasonable adjustments are made in accordance with the Equality Act (2010) and may involve modified materials, alternative methods of recording, additional processing time, visual or auditory supports, adapted seating arrangements, or the use of assistive technology. These adjustments are designed to remove barriers to learning and enable pupils with SEND to engage meaningfully with the curriculum.

Where pupils require support that goes beyond classroom differentiation, small group or individual interventions are used when appropriate. Interventions are time-limited, targeted and informed by assessment of need. They may focus on areas such as literacy, numeracy, communication and interaction, social skills, emotional regulation or study skills. Interventions are delivered by trained staff and are carefully planned to complement, rather than replace, high-quality classroom teaching. The impact of interventions is monitored and reviewed regularly to ensure they are effective and continue to meet pupils' needs.

Staff receive regular SEND training to ensure they are confident and skilled in meeting the needs of pupils with SEND. Training is informed by school priorities, identified needs within the pupil cohort and updates to statutory guidance. This includes whole-school training, targeted sessions for specific needs, and specialist training delivered by external professionals where appropriate. The SENDCo and Hub Learning Support Manager ensure that staff are kept up to

date with effective strategies, inclusive practice and current developments in SEND, enabling consistent and high-quality provision across the school

12. Inclusion of Pupils with SEND

The SENDCo has strategic oversight of inclusion across Tytherington School and works closely with the Senior Leadership Team to ensure that inclusive practice is embedded consistently throughout the school. Inclusion is regarded as a whole-school responsibility, with all staff committed to ensuring that pupils with SEND are fully included, valued and supported to participate meaningfully in all aspects of school life.

The school curriculum is regularly reviewed to ensure that it is accessible, inclusive and ambitious for pupils with SEND. This includes consideration of teaching approaches, curriculum content, assessment methods and progression pathways. Where necessary, reasonable adaptations and alternative approaches are implemented to ensure that pupils with SEND are able to access learning alongside their peers while being appropriately supported and challenged to achieve their potential.

Inclusion extends beyond the classroom to enrichment opportunities, educational visits, extra-curricular activities and wider aspects of school life. The school makes reasonable adjustments to enable pupils with SEND to participate fully in these opportunities, including additional planning, targeted support or alternative arrangements where required. Tytherington School actively promotes equality of opportunity and seeks to remove any barriers that may prevent pupils with SEND from engaging in the full breadth of experiences offered.

The SENDCo monitors the effectiveness of inclusive practice through regular review of pupil progress, attendance, behaviour, engagement and outcomes. This information is used to inform future planning, staff training and the ongoing development of inclusive provision. The views of pupils and parents/carers are central to this process, ensuring that inclusion remains responsive, effective and focused on positive outcomes for every learner.

13. Evaluating the Success of Provision

The success of SEND provision at Tytherington School is evaluated through a combination of regular monitoring, feedback and formal review. Pupil progress is monitored on a half-termly basis to assess the impact of support and interventions on attainment, progress and well-being. The views of parents/carers and pupils are actively sought through meetings, reviews and ongoing communication, ensuring that provision remains responsive to individual needs. An Annual SEND Report is produced and shared with governors, providing an overview of SEND provision, outcomes and priorities for development, and supporting effective strategic oversight and continuous improvement.

14. Complaints Procedure

Any concerns regarding SEND provision should initially be discussed informally with the SENDCo, who will work with parents/carers to seek an early and effective resolution. If concerns remain unresolved, formal complaints should be made in accordance with the

school's Complaints Policy, which is available on the Tytherington School website at: <http://www.tytheringtonschool.co.uk/governance/policies/>

15. Professional Development (CPD)

Tytherington School is committed to ensuring that all staff are confident and skilled in meeting the needs of pupils with SEND through high-quality professional development. Whole-staff SEND training is delivered regularly to develop inclusive practice, raise awareness of a range of needs and reinforce the principle that every teacher is a teacher of SEND.

Where specific needs are identified within the school, specialist training is accessed as required, including support from external professionals and services. The SENDCo and HUB staff attend relevant external training to maintain up-to-date knowledge of legislation, guidance and effective practice, and this expertise is shared with staff to support consistent, high-quality SEND provision across the school.

16. Links to Support Services

Tytherington School works in close partnership with a range of health, social care and education services to support pupils with SEND and promote positive outcomes. The school maintains strong links with external professionals including Educational Psychology, Speech and Language Therapy, Occupational Therapy, CAMHS, the School Nursing Service, the Sensory Inclusion Team and the Cheshire East Autism Team. These partnerships enable a coordinated, multi-agency approach where pupils' needs cannot be fully met through school-based provision alone. Information is shared appropriately and with parental consent, ensuring that support is well-informed, timely and responsive.

Further details of SEND provision, signposted services and the Cheshire East Local Offer are available on the Tytherington School website within the SEND section:

[SEND at Tytherington School - Tytherington School](#)

Parents/carers are informed and involved unless safeguarding considerations apply.

17. Working in Partnership with Parents/Carers

Tytherington School recognises parents and carers as key partners in supporting pupils with SEND and is committed to working collaboratively to secure the best possible outcomes. Open, honest and regular communication is central to this partnership and is achieved through meetings, reviews, email contact, parents' evenings and informal discussions where appropriate.

Parents/carers are actively involved in decision-making relating to identification, support and review of SEND provision, including the Assess, Plan, Do, Review process and Annual Reviews for pupils with EHCPs. The school values parental views and ensures they are listened to and reflected in planning wherever possible.

Further information for parents and carers, including the SEND Information Report and contact details for the SEND team, is available on the school website:

18. Links with Other Schools

Tytherington School maintains strong links with local primary schools within the Tytherington Partnership to support effective transition for pupils, particularly those with SEND. Detailed information is shared with feeder primary schools prior to pupils joining the school, including meetings between SENDCos and key staff to ensure continuity of support. Individual transition arrangements may include additional visits, transition workshops and personalised planning where required.

The school also works closely with post-16 providers, including sixth forms, colleges and training providers, to support pupils as they move on from Year 11. Transition planning for pupils with SEND, particularly those with EHCPs, begins early and is informed by pupil and parent/carer views, ensuring a smooth and well-supported move to the next stage of education. Further information about SEND transition arrangements can be found on the Tytherington School website: [Transition Information for Parents of Prospective Students - Tytherington School](#)