Penketh High School

TCAT

PENKETH HIGH SCHOOL

Special Education Needs and Disability (SEND) Policy and Information 2026/2027

Policy owned by	**E Ogg**
Date Approved by Local Governing Body	**September 2026**
Signature of Chair to Local Governing Body	**A Jenkins**
Signature of Academy Principal	**J Carlin**
Date of Next Review	**August 2027**

1. Aims

Our Special Educational Needs and Disabilities (SEND) Policy and Information Report aims to:

- Set out how the school will support and make appropriate provision for pupils with Special Educational Needs and Disabilities (SEND).
- Explain the roles and responsibilities of all staff involved in supporting pupils with SEND.
- Ensure that every pupil has access to a broad, balanced and ambitious curriculum that enables them to achieve their full potential.
- Promote an inclusive learning environment where all pupils are valued, respected and supported to succeed.

Penketh High School is committed to providing an inclusive education in which the teaching, learning, achievement, attitudes and wellbeing of every pupil are valued. We recognise that pupils have a diverse range of strengths, needs and learning styles, and we are committed to ensuring that all pupils can participate fully in school life and achieve positive outcomes.

Our curriculum is designed to meet the needs of all learners. We recognise that some pupils may experience Special Educational Needs and Disabilities at different stages of their education, and we use a range of evidence-based strategies and appropriate interventions to meet these needs as they arise.

Learning diversity is recognised, planned for and celebrated. We are committed to identifying and removing barriers to learning and participation, promoting equality of opportunity, and ensuring that all pupils can access high-quality teaching and appropriate support. Every member of staff has a responsibility to contribute to an inclusive school community and to ensure that all pupils, regardless of their ability, disability, gender, race, ethnicity or background are supported to achieve their maximum potential.

2. Legislation and guidance

This SEND Policy and Information Report is based on the statutory guidance set out in the *Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years* (2015). All schools are required to have regard to the SEND Code of Practice when making decisions about identifying, assessing and supporting pupils with Special Educational Needs and Disabilities (SEND).

This policy is also informed by the following legislation and statutory guidance:

- The *Children and Families Act 2014* (Part 3), which sets out the duties of schools in relation to pupils with SEND.
- The *Special Educational Needs and Disability Regulations 2014* which outline schools' responsibilities regarding Education, Health and Care (EHC) plans, the role of the Special Educational Needs and Disabilities Coordinator (SENDCO) and the publication of the school's SEND Information Report.
- The *Equality Act 2010*, which places a duty on schools to eliminate discrimination, promote equality of opportunity and make reasonable adjustments for pupils with disabilities.

At Penketh High School, we are committed to fulfilling our statutory duties and ensuring that all pupils with SEND receive high-quality provision that enables them to participate fully in school life, achieve their best outcomes and prepare successfully for adulthood.

3. Definitions

A pupil has Special Educational Needs (SEN) if they have a learning difficulty or disability that calls for special educational provision to be made for them.

A pupil 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 that prevents or hinders them from making use of educational facilities 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 and young people of the same age in mainstream schools.

At Penketh High School, we recognise that special educational provision may be required when a pupil does not make expected progress despite receiving high-quality teaching, appropriate adaptations and targeted support. Decisions regarding SEND support are made using the graduated approach of Assess, Plan, Do, Review, in partnership with pupils, parents/carers and relevant professionals where appropriate.

Indicators that a pupil may require additional SEND support include, but are not limited to:

- Making little or no progress despite high-quality teaching, targeted interventions and appropriate curriculum adaptations.
- Working significantly below age-related expectations, particularly in literacy and/or numeracy.
- Experiencing persistent social, emotional, mental health or medical needs that continue to impact learning despite appropriate support.
- Having sensory or physical needs that limit access to learning, despite the provision of suitable aids, equipment or reasonable adjustments.
- Experiencing speech, language and communication needs, or difficulties with social interaction, that require specific teaching approaches, interventions or adaptations to enable full participation in learning.

Identification of SEND is based on a range of evidence, including teacher assessment, progress data, observations, discussions with parents/carers and pupils, and advice from external professionals where appropriate. The school recognises that slow progress or low attainment alone does not necessarily mean that a pupil has SEND, and that other factors may affect attainment and progress.

4. Roles and responsibilities

4.1 The SENDCO

- The SENDCO is: Ms Emma Ogg EOgg@penkethhigh.org

- The Deptuy SENDCO is Mrs Emma Wisdell (0.5) EWisdell@penkethhigh.org

The Special Educational Needs and Disabilities Coordinator (SENDCO) will:

- Work with the Principal and the Local Governing Body, including the Governor with responsibility for SEND, to determine the strategic development of the school's SEND policy and provision.
- Have day-to-day responsibility for the implementation of this SEND Policy and for coordinating the provision made to support pupils with SEND, including those with Education, Health and Care (EHC) plans.
- Provide professional guidance and support to colleagues, promoting high-quality teaching and ensuring that staff are equipped to meet the needs of pupils with SEND.

- Work collaboratively with pupils, parents/carers and external agencies to ensure that pupils with SEND receive appropriate, personalised support.
- Advise staff on the implementation of the graduated approach to SEND support through the Assess, Plan, Do, Review cycle.
- Advise the Principal and senior leaders on the effective deployment of the school's delegated SEND budget and other available resources to meet pupils' needs.
- Act as the key point of contact for external agencies, including the local authority, educational psychologists, health professionals and specialist support services.
- Liaise with early years settings, schools, colleges and other education providers to ensure effective transition arrangements for pupils with SEND and that parents/carers are fully informed throughout the process.
- Work with the Principal and the Local Governing Body to ensure the school fulfils its duties under the Equality Act 2010, including making reasonable adjustments and implementing appropriate access arrangements.
- Ensure that accurate, confidential and up-to-date records are maintained for all pupils with SEND in accordance with statutory requirements.
- Monitor the effectiveness of SEND provision across the school and contribute to school self-evaluation and improvement planning.
- Support continuing professional development (CPD) for staff to promote inclusive practice and improve outcomes for pupils with SEND.

4.2 The SEN governor

The SEN Governor is: Mrs Linda Murdoch

The Governor with responsibility for SEND will:

- Champion the strategic development of SEND provision across the school and help to promote an inclusive culture.
- Work with the Principal and the SENDCO to support the strategic development, implementation and review of the school's SEND Policy and provision.
- Help to raise awareness and understanding of SEND matters at meetings of the Local Governing Body.
- Monitor the quality, effectiveness and impact of the school's SEND provision ensuring that statutory duties are being met and that pupils with SEND achieve positive outcomes.
- Receive regular reports from the Principal and SENDCO regarding SEND provision, pupil outcomes and developments, and provide appropriate challenge and support.
- Ensure that the Local Governing Body fulfils its responsibilities under the Children and Families Act 2014, the SEND Code of Practice (2015) and the Equality Act 2010.
- Support the school in promoting equality of opportunity and ensuring that reasonable adjustments are made for pupils with SEND where required.

4.3 The Principal

The Principal will:

- Provide strategic leadership to ensure that the school's vision and ethos promote an inclusive learning environment where pupils with Special Educational Needs and Disabilities (SEND) are supported to achieve their full potential.
- Work collaboratively with the SENDCO and the Governor with responsibility for SEND to determine the strategic development, implementation and review of the school's SEND Policy and provision.

- Have overall responsibility for ensuring the quality of SEND provision and the progress, attainment and wellbeing of pupils with SEND.
- Ensure that the school meets its statutory responsibilities under the Children and Families Act 2014, the SEND Code of Practice (2015) and the Equality Act 2010.
- Ensure that sufficient resources, staffing and professional development are available to enable high-quality, inclusive teaching and effective SEND provision.
- Monitor the effectiveness of SEND provision as part of the school's self-evaluation and school improvement processes, working closely with the SENDCO and senior leaders.
- Promote a whole-school culture of inclusion, ensuring that all staff understand and fulfil their responsibilities in meeting the needs of pupils with SEND.

4.4 Class teachers

Class teachers are responsible for:

- Pupil passports are created to communicate information about SEN pupils.
- The SENDCO will inform teachers of the pupils' needs and also support teachers by providing advice.
- Pupil intervention/support is recorded and monitored via provision maps.
- Pupils with Education and Health Care Plans (EHCP) will have annual reviews to evaluate their progress; these involve the SENDCO, parents/ carers, child and other professionals when appropriate.
- All SEND pupils will be given the opportunity to access the KS3 and KS4 curriculum. Pupils may require intervention from the Pupil Achievement Centre either Retreat or Achieve
- Pupils in the Designated Provision will have a tailored curriculum matched to their needs.
- Class teachers make regular assessments of progress for all pupils 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; does not close the attainment gap between the child and their peers or widens the attainment gap.
- This may include progress in areas other than attainment, for example, social needs.
- Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

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 pupil 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.

- For a pupil with English as an additional language, lack of competence in English is not equated with learning difficulties, as understood in the Code of Practice. Where there is concern about SEN, advice will be sought from the LA and a full assessment of a pupil's language skills obtained.

5. SEN information report

5.1 The areas of SEND that are provided for

We are an inclusive mainstream setting catering for children and young people with different needs, who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support. Our school currently provides additional and/or different provision for a range of needs, including:

Communication and Interaction

- SLCN (Speech, Language and Communication Needs)
- ASD (Autistic Spectrum Disorders)

Cognition and Learning

When children learn at a slower pace than their peers, even with appropriate differentiation

- MLD (Moderate Learning Difficulties)
- SpLD (Specific Learning Difficulties - one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia).

Social, Emotional and Mental Health Difficulties

Wide range of difficulties that manifest themselves in many ways e.g. becoming isolated, withdrawn, displaying challenging, disruptive behaviour. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, trauma, eating disorders or other physical symptoms that are medically unexplained.

- ADD (Attention Deficit Disorder)
- ADHD (Attention Deficit Hyperactive Disorder)
- Attachment Disorder

Sensory and/or Physical Needs, including:

- Vision Impairment
- Hearing Impairment
- Multi-Sensory Impairment
- Physical Disability

5.2 Identifying pupils with SEN and assessing their needs

At Penketh High School, pupils with SEND are identified as early as possible through a graduated approach to assessment, planning, intervention and review. The school works collaboratively with pupils, parents/carers and external agencies to ensure that appropriate support is provided and regularly evaluated.

Our approach includes the following:

- Pupil Passports are developed for pupils with SEND to provide staff with clear, accessible information about each pupil's strengths, needs, recommended strategies, reasonable adjustments and agreed outcomes.
- The SENDCO communicates relevant information to teaching staff and provides advice, guidance and support to ensure that pupils' needs are effectively met within the classroom.
- SEND provision, interventions and their impact are planned, recorded and reviewed through Provision Maps and the school's graduated approach of Assess, Plan, Do, Review**.**
- Pupils with an Education and Health and Care (EHC) Plan participate in an Annual Review, involving the pupil, parents/carers, the SENDCO and relevant professionals, to evaluate progress towards agreed outcomes and consider any amendments to provision.

- All pupils with SEND are entitled to access a broad, balanced and ambitious Key Stage 3 and Key Stage 4 curriculum. Where appropriate additional support may be provided through the Pupil Achievement Centre, including programmes delivered within Retreat or Achieve to enable pupils to access learning successfully.
- Pupils accessing the school's Designated Provision receive a personalised curriculum that is appropriately adapted to meet their individual strengths, needs and long-term outcomes.

Class teachers are responsible for monitoring the progress of all pupils through ongoing assessment. A pupil may be identified as requiring additional SEND support where they:

- Make significantly slower progress than their peers from the same starting point.
- Fail to match or improve upon their previous rate of progress.
- Fail to close the attainment gap between themselves and their peers, or where the gap widens over time.
- Experience difficulties in areas other than academic attainment, including communication and interaction, cognition and learning, social, emotional and mental health, or sensory and/or physical needs.

The school recognises that slow progress or low attainment alone does not necessarily indicate that a pupil has SEND. Equally, pupils with high attainment may also have SEND that requires additional support.

When determining whether special educational provision is required, the school will consider a range of evidence, including teacher assessment, progress data, observations, the views of the pupil and their parents/carers and where appropriate advice from external professionals. The desired outcomes for the pupil will be identified before deciding whether their needs can be met through high-quality adaptive teaching or whether provision that is additional to or different from that ordinarily available is required.

For pupils with English as an Additional Language (EAL) limited proficiency in English will not be regarded as a Special Educational Need. Where concerns remain after appropriate assessment and targeted language support the school will seek advice from relevant Local Authority services or specialist professionals to determine whether SEND may also be present and to ensure that appropriate provision is implemented.

Education and Health Care Plans

For a small number of pupils despite the school having taken relevant and purposeful action to identify, assess and meet their Special Educational Needs, they may require a level of support that is beyond the resources ordinarily available within the school's delegated SEND budget.

In consultation with the pupil, parents/carers and relevant external professionals, the school may request that the Local Authority undertakes an Education and Health and Care (EHC) needs assessment. The request will be supported by evidence demonstrating the pupil's needs, the provision that has already been implemented, the outcomes of the graduated approach and the impact of interventions over time.

The Local Authority will consider whether an EHC needs assessment is appropriate in accordance with the criteria set out in the Children and Families Act 2014 and the SEND Code of Practice (2015).

All pupils with an Education and Health and Care (EHC) Plan will have their plan reviewed at least annually in accordance with statutory requirements.

The Annual Review provides an opportunity to evaluate the pupil's progress towards the outcomes specified within the EHC Plan, consider the effectiveness of the provision in place and identify any amendments that may be required to ensure the pupil continues to make progress.

The review process involves the pupil, their parents/carers, the SENDCO, school staff and any relevant external professionals. All participants are invited to contribute their views and attend the review meeting wherever possible ensuring that the pupil's voice remains central to the decision-making process.

5.3 Consulting and involving pupils and parents/carers

The school recognises that parents/carers and pupils are key partners in the identification, planning and review of Special Educational Needs and Disabilities (SEND) provision.

Where there are concerns that a pupil may require special educational provision the school will hold an early discussion with the pupil and their parents/carers. These discussions are intended to ensure that:

- Everyone develops a shared understanding of the pupil's strengths, needs and any barriers to learning.
- The views, aspirations and concerns of the pupil and their parents/carers are fully considered.
- The desired outcomes and intended impact of any support are agreed collaboratively.
- The support to be provided, the roles and responsibilities of those involved, and the arrangements for reviewing progress are clearly understood.
- Parents/carers are informed about the school's graduated approach to SEND support and how they can contribute to their child's learning and development.

Where it is decided that a pupil requires SEND Support, the school will formally notify parents/carers and work in partnership with them throughout the Assess, Plan, Do, Review cycle to monitor progress and evaluate the effectiveness of the provision.

5.4 Assessing and reviewing pupils' progress towards outcomes
We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

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

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil'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 pupil 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 pupil's progress.

The special educational needs and disability policy will value every individual equally promoting and providing opportunities for all students to:

- Have identified at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- Experience success in their learning and achieves to the highest possible standard
- Participate in lessons fully and effectively
- To value and encourage the contribution of all pupils to the life of the school
- To work in partnership with parents / carers
- To reach their full potential by promoting opportunities for them to learn in a safe secure environment
- Develop confidence and self- esteem by engaging in the curriculum
- Enjoy and value learning through the support given and the appropriate access to the curriculum
- Develop personal responsibility and respect
- Have their special need identified and met. This can be for a short space of time or long term
- Fulfil their potential in a safe, calm, appropriate learning environment

5.5 Supporting pupils moving between phases and preparing for adulthood

Penketh High School recognises the importance of effective transition in ensuring positive outcomes for pupils with Special Educational Needs and Disabilities (SEND).

The SEND Team works closely with feeder primary schools to gather detailed information about pupils joining the school. This information is shared, where appropriate, with relevant staff, including the SENDCO, Heads of Year, Form Tutors, subject teachers and support staff, to ensure that suitable provision and reasonable adjustments are in place from the start of the pupil's secondary education.

Additional transition arrangements are provided for pupils who require enhanced support. These may include:

- Additional transition visits to the school.
- Opportunities to meet key members of staff.
- Tailored transition programmes and familiarisation activities.
- Parent/carer information events and transition meetings.
- Settling-in sessions to support pupils during their first weeks at school.

When pupils move to another school, college or educational setting the school will work collaboratively with the receiving provider to ensure that relevant information is shared promptly and securely enabling continuity of support and a successful transition.

Where appropriate, additional transition visits, taster days and personalised programmes will be arranged to support pupils moving into Key Stage 4 and to prepare them for post-16 education, training or employment.

5.6 Our approach to teaching pupils with SEN

At Penketh High School teachers are responsible and accountable for the progress, attainment and wellbeing of all pupils in their classes. In line with the SEND Code of Practice (2015), 'Every teacher is a teacher of pupils with Special Educational Needs and Disabilities (SEND).'

High-quality, inclusive teaching is the first step in responding to pupils who have SEND. Through adaptive teaching, appropriate scaffolding, reasonable adjustments and high expectations, teachers ensure that all pupils are able to access a broad, balanced and ambitious curriculum and make good progress.

Where additional support is required pupils may access targeted interventions that are matched to their identified needs. These interventions are evidence-informed, time-limited where appropriate, and regularly monitored to evaluate their effectiveness and impact on pupil outcomes.

5.7 Adaptations to the curriculum and learning environment

To ensure that all pupils can access learning and achieve their full potential, Penketh High School makes appropriate adaptations to teaching, the curriculum, resources and the learning environment. These adaptations are informed by pupils' individual needs and are reviewed regularly to ensure they remain effective.

Adaptations may include:

- Personalising learning through adaptive teaching including flexible grouping, targeted small-group or one-to-one support, adjustments to teaching approaches, lesson content and learning activities where appropriate.
- Maintaining high expectations for all pupils through a teaching to the top approach, while providing appropriate scaffolding and support to enable every pupil to access challenging learning.
- Adapting resources, classroom environments and staffing to remove barriers to learning and promote independence.
- Providing reasonable adjustments and assistive resources such as laptops, coloured overlays, visual timetables, enlarged print, reading rulers, writing aids or other specialist equipment, where appropriate.
- Using effective scaffolding strategies, including additional processing time, pre-teaching and revisiting key vocabulary, modelling, chunking instructions, visual supports, worked examples and reading or clarifying instructions where required.
- Implementing examination access arrangements and classroom adjustments, where appropriate, in accordance with Joint Council for Qualifications (JCQ) regulations and identified pupil needs.

These adaptations are delivered as part of high-quality teaching and form the foundation of the school's graduated approach to supporting pupils with Special Educational Needs and Disabilities (SEND).

5.8 Additional support for learning

Teaching assistants work under the direction of the class teacher and SENDCO to provide targeted support that promotes pupils' independence, engagement and progress. Support may be delivered within the classroom through small-group teaching or where appropriate, through short-term individual interventions. The impact of this support is monitored regularly as part of the graduated approach of Assess, Plan, Do, Review**.**

Some pupils may also receive specialist teaching or targeted interventions from SEND staff within the Pupil Achievement Centre, where provision is tailored to meet their identified needs and agreed outcomes.

Where additional specialist advice or assessment is required, the school works in partnership with a range of external agencies and professionals. These may include:

- The Local Authority Educational Psychology Service.
- Sensory Support Services for pupils with hearing or vision impairments.
- Children's Therapy Services, including Speech and Language Therapy (SaLT), Occupational Therapy (OT) and Physiotherapy.
- The Local Authority SEND Team.
- School Health Services, including the School Nursing Team.
- Occupational Therapy services.
- The Education Welfare Service.
- Children's Social Care.
- Child and Adolescent Mental Health Services (CAMHS).
- Other specialist agencies and professionals, as appropriate, to meet individual pupil needs.

Referrals to external agencies are made, where appropriate, in consultation with parents/carers and the pupil. Advice and recommendations from external professionals are used to inform the planning, delivery and review of provision, ensuring that support is coordinated and responsive to individual needs.

5.9 Expertise and training of staff

Penketh High School is committed to ensuring that staff have the knowledge, skills and expertise required to meet the needs of pupils with Special Educational Needs and Disabilities (SEND).

The school's SENDCO, Mrs Ogg**,** has over 11 years of experience in SEND leadership within secondary education. She holds the National Award for Special Educational Needs Coordination (NASENCO) and is qualified as a Joint Council for Qualifications (JCQ) Access Arrangements Assessor, enabling the school to identify and implement appropriate examination access arrangements for eligible pupils.

Mrs Wisdell **is** the Lead Teacher for the school's Designated Provision. She has extensive experience working within specialist educational settings, holds a Master's degree (MA) in Special Educational Needs and is currently completing the National Award for Special Educational Needs Coordination (NASENCO).

The SEND Team also includes a team of ten Teaching Assistants, two of whom are based within the Designated Provision. Teaching Assistants work collaboratively with teachers and the SEND Team to deliver targeted support, promote pupil independence and help ensure that pupils with SEND can access high-quality learning opportunities across the curriculum.

The school is committed to the ongoing professional development of all staff and provides regular SEND training to ensure that teaching and support staff are equipped to meet the diverse needs of all learners.

5.10 Securing equipment and facilities

- The type of specific equipment and / or facilities needed to support children with SEN is led by the child's individual need. Those with an EHCP will have the type of support that is needed identified as a recommendation.
- Equipment / facilities are provided on an individual 'needs' basis.
- Where necessary, specialist equipment and resources may be loaned by specialist services.
- A range of coloured overlays etc. are available when required or advised by specialist services.

5.11 Evaluating the effectiveness of SEN provision

The effectiveness of the school's SEND provision is monitored and evaluated regularly to ensure that pupils receive high-quality support that enables them to make good progress and achieve positive outcomes.

We evaluate the effectiveness of SEND provision by:

- Reviewing individual pupils' progress towards their agreed outcomes and personal targets through the graduated approach of Assess, Plan, Do, Review.
- Evaluating the impact of targeted interventions at regular intervals (typically after approximately eight weeks) to determine their effectiveness and inform future planning.
- Monitoring the quality and effectiveness of SEND provision through observations, learning walks, data analysis and provision reviews undertaken by the SENDCO.
- Using Provision Maps to record, monitor and evaluate the support provided and its impact on pupils' progress, attainment and wider outcomes.
- Holding Annual Reviews for all pupils with an Education, Health and Care (EHC) Plan to evaluate progress towards agreed outcomes and review the appropriateness of provision.
- Gathering and acting upon the views of pupils, parents/carers and staff through meetings, questionnaires and other forms of consultation to inform the ongoing development of SEND provision.
- Analysing attainment, progress, attendance, behaviour and participation data to identify trends, evaluate the impact of provision and support continuous improvement.
- Reviewing the effectiveness of SEND provision as part of the school's self-evaluation and school improvement processes, reporting findings to senior leaders and the Local Governing Body where appropriate.

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

- All of our extra-curricular activities / enrichment and school visits are available to all our pupils.
- All pupils are encouraged to go on our residential trips.
- All pupils are encouraged to take part in school plays / workshops.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.
- If a pupil presents with a disability, we will liaise with external agencies to ensure that all reasonable adjustments are made.
- The school’s Accessibility Plan can be found on the website www.penkethhigh.org.

5.13 Support for improving emotional and social development

At Penketh High School, we recognise that pupils' social, emotional and mental health are fundamental to their wellbeing, engagement and achievement. We are committed to creating a safe, inclusive and supportive environment where all pupils feel valued and are encouraged to participate fully in school life.

To promote pupils' social, emotional and personal development, we:

- Encourage pupils with Special Educational Needs and Disabilities (SEND) to participate fully in the life of the school, including opportunities to become members of the Pupil Leadership Team.
- Promote inclusion by encouraging pupils with SEND to take part in the school's enrichment programme, clubs, educational visits and wider extracurricular activities, supporting the development of friendships, confidence and teamwork.

- Provide pastoral support through Form Tutors, Heads of Year and the Safeguarding Team, ensuring that pupils have access to trusted adults when they need additional guidance or support.
- Provide targeted support through the school's Social, Emotional and Mental Health (SEMH) Lead, where appropriate.
- Work closely with parents/carers and external agencies to support pupils whose social, emotional or mental health needs may impact their learning or wellbeing.
- Promote positive relationships, respect and inclusion through the school's behaviour, safeguarding and anti-bullying policies.

Penketh High School has a zero-tolerance approach to bullying. Any incidents of bullying, including those related to disability or Special Educational Needs, are taken seriously, investigated promptly and addressed in accordance with the school's Anti-Bullying Policy.

5.14 Working with other agencies

At Penketh High School we will liaise with any external agency that can support the needs of pupils. This may involve an assessment, recommendations and / or advice

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher, form tutor or SENDCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils 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

5.16 Contact details of support services for parents of pupils with SEN

Parent Partnership – advice and support for parents of children with special needs.
http://warringtonsendiass.co.uk/contact-us.aspx
Tel : 01925 442978

5.17 Contact details for raising concerns

- SENDCO: Ms Emma Ogg / Ms Emma Wisdell
- Principal: Mr John Carlin
- SEND Governor: Mrs Linda Murdoch

5.18 The local authority local offer

Our contribution to the local offer is www.penkethhigh.org
Our local authority's local offer is published here www.askollie.warrington.gov.uk

6. Monitoring arrangements

Monitoring and Evaluation

- The SEN register is monitored termly as is pupil progress
- Provision maps are completed by involved staff (ongoing) and monitored by SENDCO.
- SENDCO / Vice Principal will monitor progress of pupils.

This policy and information report will be reviewed by the Governors **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.

7. Links with other policies and documents

This policy should be read in conjunction with the following documents, all of which are available on the school website:

- Equal Opportunities Policy
- Medical Conditions Policy
- Complaints Policy
- Local offer
- Accessibility Policy
- Anti-Bullying Policy