



INCLUSION & SEND POLICY AND PROCEDURES

MIDDLEWICH HIGH SCHOOL

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1. Guiding Principles

The Sir John Brunner Foundation believes that it is the responsibility of all colleagues, wherever possible, to advance and promote equality of opportunity. The Foundation's values of excellence belonging and partnership can only be fully achieved in an inclusive environment that allows colleagues and students to feel supported whilst reaching their full potential.

The SEND policy is based on the philosophy that all students are entitled to a broad, balanced and differentiated curriculum. Our aim is to be diverse and inclusive with students taught in their own community and amongst their peers. At Middlewich High School all staff acknowledge and strive to meet the needs of all students within the classroom. This means not only using appropriate strategies to meet individual needs but also treating those with educational needs in the same way as their peers.

2. Objectives

- 2.1. To have regard to the Code of Practice on the identification, assessment and recording of Special Needs.
- 2.2. To respond to the requirements of any Education Health Care Plan relating to a student in the school.
- 2.3. To monitor the progress of students so that effective teaching and support is given.
- 2.4. To help all staff towards effective and successful teaching of students with SEN.
- 2.5. To work closely with senior staff, pastoral staff, and subject teachers, providing information on students and their needs.
- 2.6. To respond to students' diverse learning needs and to provide students with the specialist input they need in order to overcome potential barriers to learning.
- 2.7. To ensure that each student has access to a relevant broad, balanced, and aspirational curriculum.
- 2.8. To ensure that all students have access to all aspects of school life.
- 2.9. To help students to become independent learners, who leave the school with the necessary skills and confidence to succeed in life.
- 2.10. To work with students in order that they find suitable college/training/employment when they leave the school.
- 2.11. To encourage parents to become partners with the school in their children's education.

3. Defining Special Educational Needs?

3.1 A child or young person has an additional need if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

3.1.1 has a significantly greater difficulty in learning than the majority of others of the same age

3.1.2 has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream school

(Cheshire East Toolkit for SEND, 2023)

3.2 Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is, ‘a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’ Children and young people with such conditions do not necessarily have SEN, but a disabled child or young person may be deemed to have SEN if they require special educational provision.

(Cheshire East Toolkit for SEND, 2023)

4. The management of special educational needs

4.1 The SENDCo has responsibility for students with additional needs and is responsible for the co-ordination of their educational provision and strategic responsibility for SEND.

4.2 The SENDCo is responsible for:

4.2.1 the day to day implementation of the school's SEN policy

4.2.2 maintaining, updating and evaluating the policy

4.2.3 identifying students who need additional educational provision, assessing their progress, and maintaining records, having regard for the Code of Practice

4.2.4 ensuring that students with Special Educational Needs receive appropriate teaching, necessary support, and specialist help when needed

4.2.5 advising/informing all staff with regard to issues relating to SEND including removal of barriers to learning as advised within the Cheshire East Toolkit for Inclusion

4.2.6 Overseeing the role of Learning Practitioners

4.2.7 Working with the parents of SEN students

4.2.8 Liaising with external agencies involved with SEN

- 4.2.8 Ensuring that all students with an additional need have a clear and appropriate arrangements for preparing for adulthood
- 4.3 All staff have a responsibility to ensure that the all students with an additional need achieve the highest possible standard of achievement within their classroom:
 - 4.3.1 Being aware of students with an additional need in the classroom and adapting learning as appropriate
 - 4.3.2 Knowing where Students with an additional needs are in their learning and development
 - 4.3.3 Planning for the support provided by Learning Practitioners and additional adults for students attached to their class both in and outside of the classroom environment
 - 4.3.4 Having high expectations and ambitions for students with an additional need
 - 4.4.4 Tracking SEN pupil progress towards meeting targets and feeding this back to the SEN Team as appropriate
 - 4.4.5 Making regular assessments of pupil progress in line with the school assessment policy
 - 4.4.6 Ensuring intervention approaches used are evidence based and are having a positive impact

5. Identification and assessment of need

5.1 The SEND Code of Practice states that: *"...there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing."*

5.2 *The school implements a detailed transition process to ensure that all students who have an additional need within their transition setting are identified*

5.2.1 *Feeder schools will be contacted and the SENDCo will visit to discuss current barriers to learning and reasonable adjustment that are currently in place*

5.2.3 *Following the collection of information from schools, student and parents, a detailed student support pathway will be written and made available to all staff working alongside a student*

5.3 Where concerns are highlighted by parents, students and classroom teachers for students not already entered onto the SEND register a first concerns process will be initiated and reviewed with the classroom teacher. Where

concerns persist following initial intervention and support further consultation with the SENDCo may be necessary

5.4 The SENDCo is responsible for keeping a register of all students identified as having an special educational need requiring provision which is additional to the universal offer of the school

5.4.1 The SEND register is a centralised document available to all staff, which details identified need

5.4.2 The SEND register allows access to individual student profiles which provide additional information regarding barriers to learning, necessary ordinarily available classroom practice and interventions required to support a student where necessary

5.5 Where students are identified as having an special educational need, parents will be consulted and informed of concerns and Code Of Practice level

5.6 The descriptors provided within The Cheshire East Toolkit for Inclusion (October 2024) are used to establish the code of Practice level of need, where a student has been identified as having an additional need. This will be decided by the SENDCo, in collaboration with Deputy SENDCos, and will then be recorded on the SEND register. The code of practice level determines the level of support that must be made available to a student in accordance with the guidance laid out in The Cheshire East Toolkit for SEND (October 2023).

6. Monitoring and Reviewing of the SEND register

6.1 - The SEND register should be reviewed on a termly basis

6.1.1 A review of the SEND register includes a consideration of academic achievement, a review from classroom teachers, consultation with Achievement Leads and Education Support Workers, observations of student presentation

6.1.2 Where changes to the SEND register are required parents will receive confirmation of this

7. Resourced Provision for Students with Autistic Spectrum Conditions

7.1.1 The ASC Resource Provision is committed to enabling all students to be included both within the school and the wider community. The approach focuses on supporting the academic endeavours of the students and the direct teaching of social communication skills in order to accomplish full inclusion.

7.1.2 Entry to the Resource Provision for students with ASC is based on a student having an EHCP with a diagnosis of Autism as their primary need. Students will be able to access National Curriculum subjects at an appropriate level. Students will be expected to spend as much time as possible in mainstream classes, either with or without support. Additional interventions will be provided to students to facilitate optimum inclusion and achievement.

7.1.2 The SENDCo is responsible for coordinating the support for all students with an ASC RP placement, including the planning of interventions and direct teaching of social skills which is of primary importance and is seen as integral to their educational needs. Some ASC RP students have access to specialist Speech and Language Therapy, where this is detailed within their EHCP, and this will be provided by the LA and will take place in school.

8. Admission of students with an EHCP

8.1. Students with an EHCP who would like to make an application for admission to Middlewich High School should do so via the home Local Authority as per their admissions policy for students with an EHCP. A Local Authority will provide the school with a copy of a student's EHCP and any other documents that they deem necessary in order to make an informed decision around admission. Middlewich High School will consider the needs set out in section B of the EHCP and the outcomes and provisions laid out in section E and F of the students EHCP in making a decision on admission.

8.2 Where Middlewich High School considers that a student is able to access the mainstream curriculum offer with adaptive teaching, differentiation and reasonable adjustments, and where a student is able to be safely accommodated within the school environment, a decision to admit a student will need to be made in accordance with the statutory guidance laid out within the SEND Code of Practice (2015)

8.3 The school is obliged under the statutory requirements of the SEND Code of Practice (2015) to admit students recommended to the school unless placement is deemed to be:

- unsuitable for the age, ability, aptitude or SEN of the child
- The attendance of the child would be incompatible with the efficient education of others, or the efficient use of resources

A detailed response should be submitted to a students home Local Authority where the above is considered to be true.