Altrincham College

Special Educational Needs and/or Disability (SEND) Policy

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Contents

Background ..... page 3

Principles ..... page 3

Aims ..... page 4

Practice ..... page 4

- The Graduated Approach ..... page 4
- Quality First Teaching (QFT) ..... page 4
- SEND Support ..... page 4
- EHCP ..... pages 4-5
- Provision ..... page 5
    - Assessment ..... page 5
    - Ongoing assessment ..... page 6
    - Concerns raised by parents / teachers ..... page 6
    - Plan ..... page 6
    - Actions ..... pages 6-7
    - Review ..... page 7
    - Ongoing assessment following review..... page 7

Roles and Responsibilities ..... pages 7-8

Monitoring and Evaluation ..... page 8

Background

This policy has been formulated with due regard to the Special Educational Needs and Disability Code of Practice: 0-25 Years (2015) and the Equality Act 2010.

The Special Educational Needs and Disabilities Code of Practice, updated 1 May 2015, defines a pupil with special educational needs as:

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

(a) have a significantly greater difficulty in learning than the majority of others of the same age, or
(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The Code of Practice does not assume that there are hard and fast categories of SEND, but recognises that special educational needs and provision can be considered as falling under four broad areas:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs.

For more information view Trafford's Local Offer please see: www.trafford.gov.uk/localoffer.

The complaints policy for Altrincham College can be found on our website (www.altrinchamcollege.com).

The review of this policy will be initiated by the SENDCo in each Autumn Term or in the event of Government changes in legislation or to the Code of Practice.

Principles

Altrincham College is committed to providing a broad and balanced curriculum that meets the needs of all pupils. We believe that all children are unique and we value every individual's abilities and achievements. All pupils are entitled to be fully included in all aspects of school life, including our enrichment programme.

Provision for pupils with SEND is a matter for all members of our school community.

A programme of Continuous Professional Development ensures that all teachers deliver QFT to remove barriers to learning for pupils with SEND.

Aims

Teachers are responsible and accountable for the progress and development of all pupils in their classes, including those pupils with SEND.

Teaching assistants/learning support assistants (TAs/LSAs) provide additional support within the classroom to help to remove the barriers to learning for pupils with SEND, who are unable to make sufficient progress despite Quality First Teaching (QFT).

Practice

The Graduated Approach

Provision to meet a pupil's SEND follows a graduated approach as required by the SEND Code of Practice (2015), which is a four-part cycle (assess, plan, do, review)

Assess: analyse the child or young person's special educational needs.

Plan: identify the additional and different support needed.

Do: Put the support in place.

Review: regularly check how well it is working so that they can change the amount or kind of support if needed.



Some children and young people will make progress and no longer require SEND support.

If the child or young person has not made the expected progress then the cycle starts again; this will be reviewed termly. The length of each Assess, Plan, Do, Review cycle will vary according to the needs of each child.

Some children and young people with more long-term, complex needs will needs several assess, plan, do , review cycles to make good progress.

Quality First Teaching

Quality First Teaching (QFT) is the first step in removing the barriers to learning for pupils who have SEND, which is the delivery of high-quality, inclusive teaching. The majority of pupils with SEND will have their needs met in this way.

The following is an example of our Universal approach to QFT in the classroom to ensure learning is accessible and inclusive for all.

- Calm and consistent environment
- Clearly structured curriculum
- Pre-teaching and over learning
- Chunking content
- Scaffolding
- Adaptive teaching methods
- Modelling
- Retrieval practice
- Effective questioning
- Concrete examples
- Dual coding
- Explicit teaching of new vocabulary
- Individualised feedback

Altrincham College is dedicated to ensuring all students, including those with Special Educational Needs and Disabilities (SEND) have access to high-quality education. We apply the *Education Endowment Foundation (EEF) Guidance on SEND in Mainstream Settings*, using evidence-based strategies to support the learning and development of SEND in our mainstream classrooms.

As part of our Quality First Teaching (QFT) approach, all staff have received extensive training on the '5 a day' principles. This training equips teachers with the knowledge and skills to implement key strategies that enhance learning for students with SEND. These principles, which focus on high-impact practices such as clear instructions, feedback, scaffolding, and adapting teaching materials, are embedded in our everyday teaching and form a central part of our inclusive educational offer.

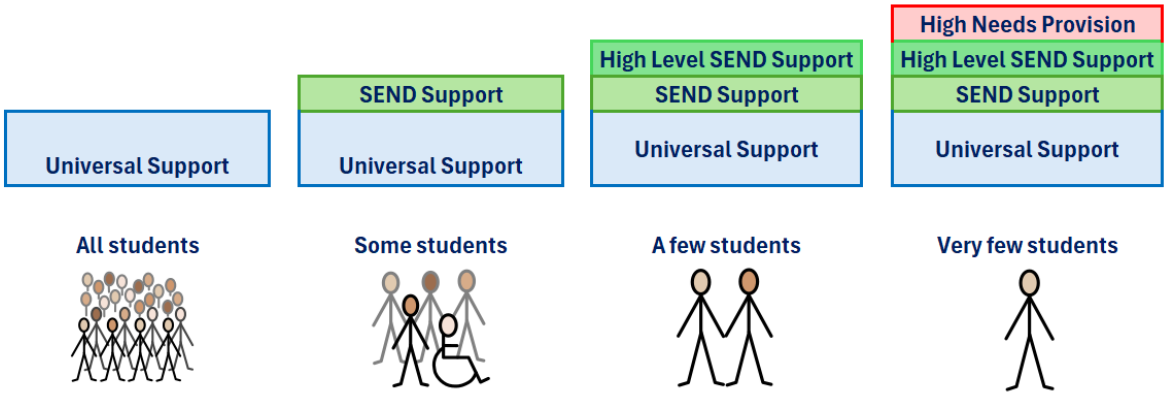


By applying both the EEF guidance and the '5 a day' principles, we ensure that all students, regardless of their individual needs, are supported to achieve their best possible outcomes.

The Graduated Approach

The Children and Families Act 2014 and the SEND Code of Practice 2015 set out how all school settings and colleges have to meet the needs of all children and young people with SEND.

The Graduated Approach is the way early years settings, schools and colleges support children and young people who have Special Educational Needs.



SEND Support

The special educational needs of most children and young people can, and should be met through SEND Support or High Level SEND Support. This is the term used to describe provision that is additional to, and different from, that which is available as part of QFT. It is funded from our school's own resources.

The SENDCo will decide on the level of provision in consultation with colleagues and parents/ carers. If, after an appropriate period of time and several cycles of the graduated approach, the pupil continues to make less than expected progress, then the SENDCo will consult with and draw upon the advice of appropriate professionals from external agencies to assess whether there is a need to access additional, external support.

If, following a period of SEND Support, a pupil is making expected progress, the provision which is additional to, and different from other pupils will cease and the pupil will receive QFT in the classroom to allow them to continue to make progress.

Education, Health and Care Plan (EHCP)

If, after a sustained period of time and multiple cycles of the graduated approach including consultation with external agencies, a child or young person continues to make insufficient progress in their area of need, then the SENDCo, in consultation with parents/ carers and acting on the advice of professionals, **may** decide to make a formal request for an EHC Needs Assessment.

The EHCP is designed to facilitate collaboration between Education, Health and Social Care services to provide integrated support for the child or young person with SEND and has additional funding attached to fund provision to meet the child/ young person's needs.

Only a minority of pupils with SEND would need an EHCP (6% nationally; DfE, June 2026).

A request for assessment would be submitted by the SENDCo and would include evidence or information about:

- the views of the child/ young person and parents

- involvement of other professionals including written reports
- a background and history of special educational needs for the child/ young person
- a detailed description of the current SEND for the child/ young person in each of the four broad areas of need
- a detailed description and costings of the cycles of the graduated approach that have been in place for the child/ young person
- the pupil's health including the pupil's medical history where relevant
- academic progress and attainment, including any results from standardised tests
- any involvement by Social Services or the Educational Welfare Officer.

If an EHCP is issued, a pupil's SEND provision will be summarised in the document. Altrincham College will undertake to carry out the specific requirements outlined in the EHCP. This provision will be formally reviewed annually.

As a parent or young person over 16, you can request an EHC needs assessment if you feel your child's needs are not being met through the measures being taken by the school. It is always useful to discuss this with the SENDCo first. EHC needs assessment form is available to download on the Trafford Local offer with a prompt sheet to help you.
http://www.trafforddirectory.co.uk/ehcneedsassessment

If you need help to complete the form you can contact the Trafford Parents and Young Peoples Partnership service: http://www.traffordpypps.co.uk

At Altrincham College, the graduated approach includes the following:

Assess
On entry to our school, all pupils will have their word recognition, reading comprehension, reading comprehension speed, spelling, handwriting speed and typing speed assessed, giving a standardised result. We also subscribe to a dyslexia screener. The school carries out MIDYIS testing. This information, alongside Key Stage 2 attainment data and advice gained from Primary School allows us to determine the level of support that each pupil requires. In addition, any external agencies working with the child at Key Stage 2 will contact the school to ensure a smooth transition to secondary education.

Enrolment forms completed when a pupil accepts a place at Altrincham College contain fields in which parents can share any SEND concerns, in detail, with the school. Parents and carers can also share their concerns with the SENDCo prior to their child's commencement at the school via year 6 EHCP Annual Reviews/ Transition Meetings; the Year 7 Welcome Evening; through telephone/email contact or through virtual meetings by appointment.

Information on all new intake pupils is analysed and used to determine the level of support required by each pupil. Information is analysed by the:

SENDCo

Assistant SENDCo
Head of Year for Year 7
Pastoral Management Team
Safeguarding

Ongoing Assessment
The progress of pupils monitored by the class teachers and the SEND department, as well as those receiving SEND Support, is reviewed termly. In addition, progress data for the whole year group is reviewed termly to highlight any pupils who are consistently underachieving. This then enables the SEND department and pastoral team to determine any underlying reasons for the lack of progress and put the necessary support in place to facilitate progress.

Concerns Raised by Parents/Carers
Parents would make contact in the first instance with the Head of Year or Pastoral Manager for their year group to raise concerns. Our Pastoral Managers in school have a wealth of knowledge and expertise in this area. Referral to the SEND team would be made by via a half termly Inclusion panel meeting where necessary. The Inclusion team would investigate any parental concerns.

Concerns can be raised at online Parents Evenings, on the telephone, by email, via pre-arranged online meetings or by completing a SEND concern form on our school website.

Concerns Raised by Teachers
We have a referral system in school through which any member of staff can raise a concern about the needs of a pupil. This referral will be discussed at the half termly inclusion panel meeting and investigated by the SEND team where appropriate. Parental contact will be made to share the concerns raised by the member of staff and discuss next steps.

Plan
Information about pupils with SEND is disseminated to all teaching and support staff via Student Passports (also known as IEPs). For pupils being monitored by the SEND department, information about the barriers to learning and appropriate Quality First Teaching (QFT) strategies to support these pupils are shared via the Student passport. For pupils receiving SEND Support, they may be provided with a SEND support plan where they also have individual progress targets with strategies and provision that is additional to, and different from other pupils to allow them to be successful in their learning. Student Passports are available for all staff to view securely via the schools computer systems.

Do/Actions
Provision offered to support pupils with SEND is bespoke to each child's needs and may include:

- Adaptive teaching strategies
- literacy intervention during registration
- intensive literacy intervention sessions during curriculum time
- Lego therapy and social story sessions

- numeracy intervention sessions
- lunchtime pastoral, social and homework support
- for a very small number of KS3 students, withdrawal from some lessons to be taught literacy with a multi-sensory approach in a small group
- for a very small number of KS4 students with an EHCP, a reduced number of GCSEs studied to pre-learn GCSE Maths and English Literature/ Language
- support with social and emotional aspects of learning
- counselling sessions
- mentoring to meet the complex SEMH needs of some pupils
- access to sensory toys
- work with the Educational Psychologist on specific targets.
- LSA support

Some of the LSAs are available to assist with the personal care of pupils, if requested in their EHCP.

Review

Teaching staff complete termly progress updates for all year groups. Student Passports are reviewed and updated termly using this information as part of the graduated approach. Progress against targets is assessed and recorded, and new targets are set where necessary.

Impact of intervention is measured using a number of sources of information:

- re-testing of standardised scores
- improvement in attitudinal scores on termly progress reports
- increase in number of subjects in which a pupil is making good or excellent progress
- improvement in attendance
- impact on achievement of positive and negative behaviour points.

For students who have an Education, Health and Care Plan (EHCP), Annual Reviews are arranged as part of the statutory procedure.

Ongoing Assessment

Progress data for the whole year group is also reviewed termly to highlight any pupils who are consistently underachieving. This then enables the SEND department and pastoral team to determine any underlying reasons for the lack of progress and arrange appropriate intervention and support.

Roles and Responsibilities

The Special Educational Needs Co-ordinator (SENDCo) is Nicola Owen (0161 980 7173) Any SEND enquiries can be sent to: sendadmin@altrinchamcollege.com
The SENDCo is a member of the Senior Leadership Team and the Director of SEND for the Achieve and Learn Trust.

The School Governor for SEND is Mrs A Watson. The SENDCo reports to the Governing Body on SEND issues.

Partnership with Parents

Altrincham College aims to promote co-operation between parents/ carers, and the Local Authority (LA).

This is achieved through:

- ensuring all parents/ carers are made aware of the school's arrangements for SEND
- informing parents/ carers of their child's access to SEND Support
- inviting parents/ carers to all appropriate reviews
- engagement with LA services and attendance to termly Trafford SENDCo forums by the SENDCo to stay abreast of updates and training at the LA level
- maintaining an accessible and collaborative approach between parents/carers, the Senior Leadership Team (SLT), and the SENDCo

Monitoring and Evaluation

The success of our school's SEND Policy and Provision is evaluated through:

- reviewing of Student Passports to evaluate progress as part of the graduated approach
- review of progress made following intervention programmes
- the Academy Improvement Plan (AIP)
- external/internal results, assessments and progress data tracking
- statutory Annual Reviews of EHCPs.