



Maghull High School

Special Educational Needs & Disabilities Policy

(Updated December 2024)

The Policy takes into account the Code of Practice, Disability Rights Act, Schools Access Initiative, the Equality Act 2010, Supporting Students with Medical Conditions February 2014 and Children and Families Act 2014

Annual review – September 2025

SEN Policy

Maghull High is an 11-18 mainstream educational provider whose admissions policy reflects the inclusive ethos of the school. We recognise that the care of students with additional needs is a collegiate responsibility and subsequently our admissions policy does not discriminate against students with Special Educational Needs and Disabilities (SEND) in any way.

Our inclusive curriculum provision encompasses several strands in ensuring that students with Special Educational Needs and Disabilities achieve and aspire. We work with our students to support them in becoming independent learners, enriched with essential life skills.

The SENCO and the Inclusion Team can offer a wealth of experience in supporting students with Communication and Interaction (CI) Cognition and Learning (CL) Social, Emotional, and Mental Health (SEMH) and Sensory and Physical (SP) needs.

Southport Learning Trust, Governors, the Headteacher, teaching and non-teaching staff at Maghull High School all recognise their responsibilities under the Code of Practice for contributing to the identification and assessment of all students with special educational needs. Maghull High recognises that all teaches are teachers of SEND. (Code of Practice 2014)

Other relevant SEND documentation that should be taken account includes:

- Maghull High SEND Information Report
- Maghull High Accessibility Plan
- Maghull High Equality Policy

Contact Details

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In collaboration with the Head Teacher (Mr M Kay) and the Governing Body, the SENCO plays a key role in determining the strategic development of SEND policy and the shape of the provision to meet the needs profile at Maghull High School. The key responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy
- Liaising with and advising fellow teachers
- Leading the Inclusion Team of Assistant SENCO, Higher Level Teaching Assistants (HLTAs), Teaching Assistants (TA3s) and Teaching Assistants (TA2s)
- Coordinating provision for students with special educational needs and disabilities
- Overseeing all the records on students with SEND
- Monitoring and reviewing the progress of all SEND learning, including completion of statutory annual EHCP reviews
- Liaising with parents
- Contributing to the in-service training of teaching and non-teaching staff

- Liaising with external agencies such as Educational Psychologist, Speech Therapy Social Services etc.
- Coordinating the school response on securing, where appropriate, additional specific support including HNF/EHCP or a change of provision.
- Quality assurance of SEND provision across whole school
- Completion of Access Arrangements applications and related gathering of evidence to support

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A student is deemed to have special needs if they have a learning difficulty that is

- **Significantly greater than the majority of children the same age** or
- **A disability which prevents or hinders them from making use of educational facilities of a kind generally available for children of the same age within mainstream school or mainstream Post-16 institutions. (Code of Practice 2014:6)**

Students must not be regarded as having a learning difficulty solely because the language spoken at home is different to the language in which they will be taught.

Students with a lower starting point (baseline) do not necessarily dictate a Special Educational Need. (Code of Practice 2014, Chapter 6)

Aims

- Maghull High School aims to raise the aspirations of, and expectations for, all students with SEND.
- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all students within the school and provide materials appropriate to children's needs. This ensures that all children have a full access to the school curriculum.
- We aim to close and remove the gap in attainment between students with special educational needs and other groups of learners to ensure that all students realise their full potential.
- English as an Additional Language (EAL) is not considered a Special Educational Need. Differentiated work and individual learning opportunities are provided for children who are EAL as part of our provision for vulnerable learners.
- We strive to make a clear distinction between "underachievement" and special educational needs.
 - Some students in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to identify this quickly

and ensure that appropriate interventions are put in place to help such students catch up.

- Other students will have special educational needs and this **may** lead to lower-attainment. It is our responsibility to ensure that students with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential for the success of these students. These will be provided, initially, through additional support funded from the devolved schools budget.

Objectives

The objectives of our SEND policy and practice at Maghull High School are:

- To identify and provide for students who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To operate a 'whole school' approach to the management and provision of support for special educational needs.
- To provide support and advice for all staff working with special educational needs students.
- To develop and maintain partnership and high levels of engagement with parents/carers.
- To ensure access to the curriculum for all students.

Identifying Special Educational Needs

Children will have needs and requirements which may fall into at least one of four areas, many children will have inter-related needs. The areas of need are:

- Communication and Interaction (CI)
- Cognition and Learning (CL)
- Social, Emotional or Mental health difficulties (SEMH)
- Sensory and/or Physical (SP)

Whilst these four categories of need broadly identify aspects of primary areas of need for children and young people, at Maghull High School we identify the needs of students by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

Maghull High School places a high importance on early identification, assessment and provision for any student who may have special educational needs. The earlier action is taken, the more responsive the child is likely to be, therefore supporting in ensuring that they can fulfil their potential.

Any of the following may raise a concern:

- Parent/carers
- Student
- Class teachers
- Teaching Assistants
- Records transferred from other schools.
- Support services

In identifying students who may have special educational needs the school draws upon a range of assessment tools including:

- Baseline assessments on entry to the school
- Their performance monitored by teachers as part of on-going observations and assessments
- Standardised screening or assessment tools
- Assessment from outside agencies

This is not an exhaustive list as identification and assessments are linked to the needs and requirements of the individual student. Both the child and their parents/carers are fully involved in the identification and assessment process. (See SEND Information Report)

Maghull High School also carefully considers areas of need which are not categorised as SEN but may impact on progress and attainment including disability, attendance, punctuality, health and welfare, English as an additional language, being in receipt of pupil premium or being a looked after child. The school strives to ensure that excellent quality first teaching is applied in all of these circumstances and that students have access to an outstanding, personalised education, which is differentiated to their needs and requirements. Maghull High School also adopts the 'reasonable adjustment' duty under current disability and equality legislation as outlined in the Code of Practice 2014.

In accordance with the Code of Practice 2014, the school will not classify behaviour as a Special Educational Need. All students are expected to comply with the behaviour expectations of Maghull High School, as outlined in the behaviour policy, to maintain a safe and respectful environment for all members of the school community. While the school, in agreement with parents/carers, will make reasonable adjustments for students whose behaviour is a direct result of their Special Educational Needs and/or Disabilities, extreme breaches of the behaviour policy—such as violence, abuse, or any behaviour that poses a risk to others—will not be tolerated. Reasonable adjustments must not have a detrimental impact on the wider school community and must be considered reasonable for all parties. Where behaviours are thought to be a result of a student's SEND, the school will aim to ensure a holistic approach that supports the student's well-being and educational progress, whilst ensuring they understand the importance of maintaining a safe and respectful environment for all.

A graduated approach to SEN

Maghull High School adopts a graduated approach to SEN where several steps are taken before students are added to the **SEND Register**. As previously stated, the school ensures that the High Quality Teaching is a key element to all lessons. We recognise that it is the role of the subject specialist teacher to provide for every student's individual needs and steps to ensure that students have appropriate adjustments and good quality personalised teaching should always be undertaken before students are considered as having SEN.

We comply with the Code of Practice 2014 and students are only identified as having SEN if they do not make progress with High Quality Teaching and Enhanced Quality First Provision. The school has a student referral process for all staff to use, which outlines the steps that should be taken before students are considered as requiring further assessment.

If students do not make adequate progress as a result of High Quality Teaching then students are assessed to identify their individual needs as the first stage in the 'assess-plan-do-review' cycle. Assessments are carried out as mentioned in the previous section and are linked to the students presenting difficulties to ensure a complete picture is achieved. Parents/carers and the student are fully informed and communicated with through this assessment process.

Once an accurate assessment is completed, a decision is made whether to add the student to the **SEND Register** at a **SEND Support** level or to continue to monitor at an **Enhanced Quality First** level.

Where the decision is made not to add the student to the **SEND Register** at a **SEND Support level** or to monitor at an **Enhanced Quality First** level, the SENCO will ensure all relevant information and suggested strategies and adjustments are communicated to all staff via the weekly **SENCO Briefing** or an **Inclusion Memo** as appropriate.

Where the decision is made to add the student at an **Enhanced Quality First** level a student profile is created and shared with staff outlining areas of need and strategies to support. They are **not** added to the **SEND Register** at this point.

Where the decision is made to add the student to the **SEND Register**, at a **SEND Support** level parents/carers work collaboratively with the SENDCO, Assistant SENDCO or one of the Inclusive Support Team and create a **SEND Support Plan** based on the child's individual needs.

Maghull High School adopts a student-centred planning approach, and the student is fully involved in the decision-making regarding their support. The student will have contributed to their **SEND Support Plan** and an action plan. This will identify long and short-term outcomes for the student, the support/strategies in place to ensure they meet them, and capture the voice of the child. This is then communicated to all staff working with the student to ensure consistency of approach. Support is then put in place and a review date set.

Parents/carers and the child are invited to the review process and students are re-assessed to see if they have made progress towards their outcomes. The action plan will then be reviewed, and new outcomes identified if students have been successful. Where students have not made progress then an increased level of support will be put in place as part of the Graduated Approach. This process then continues throughout the year.

The level of support a student receives as part of the graduated approach are as follows:

1. **High Quality Teaching**
2. **Enhanced Quality First** – this includes having a student profile on the SEND Information and careful monitoring. Some small group/1:1 intervention might be applicable at this stage to support.
3. **SEND Support** - students added to the **SEND Register** and issued with a **SEND Support Plan** this is hyper linked on the student profile for staff attention. Support could include: Teaching Assistants (TA) in-class support, withdrawal sessions or specific interventions. This is not an exhaustive list as support is decided on an individual basis.
4. Students receive support from outside agencies and their suggestions are adopted and communicated to all staff and the parents/carers.
5. As part of the school's Graduated Response students not making progress having had two terms of **SEND Support** and reviews, if support is costing in excess of £6000 school will make an application to the LEA for high needs funding and / or a request could be made for an Education, Health and Care Plan (EHCP) dependant on LEA

Education, Health and Care Plans

If a child has lifelong or significant complex difficulties, they may undergo a Statutory Assessment Process, which is usually requested by the school, but can be requested by the

family. These assessments take place where the complexity of need or the lack of clarity around the needs of the child is such that a multi-agency approach is needed.

Information from a variety of sources, including parents/carers, teachers, SENCOs, social care and health care professionals is combined to form an Education Health Care Plan (EHCP) assessment. If it is decided that the child's needs are not being met by the purposeful measures taken by the School, an EHCP is provided. Parents have the right to appeal against the content of an EHCP. Once the plan has been agreed it will be reviewed annually.

Parents/carers and the student are fully involved in every step of this graduated approach and the School meets with parents/carers three times a year to discuss progress in addition to the annual review where a child has an EHCP. Parents/carers are also encouraged to contact the SENDCO at any time during the year where they have questions or concerns.

Managing students' needs on the SEND register

Where students are added to the **SEND Register** they will be added at a **SEND Support** level. Maghull High School provides three levels of intervention within this single category – Level 1, Level 2 and Level 3. This is called the Graduated Approach. In the majority of circumstances, the student will join the **SEND Register** at Level 1 unless the assessment concludes that more specialist provision from outside agencies is required. If a student's need requires more support than is available at these levels 1 and 2, then a request for High Needs funding would be made or, if appropriate, an application for an Education, Health and Care Plan can be made. The support students can access at each level is personalised to the individual needs of the child and could include but is not limited to:

Level 1:

- Student profile created
- **SEND Support** Action Plan written
- Key worker identified – Inclusion Team/Pastoral
- Staff update and signposting of addition to the register
- Equipment related to need provided – e.g. coloured overlays, laptops, handwriting pens etc.
- Intervention sessions – e.g. literacy catch up, numeracy catch up, mastering memory etc.
- Termly review meetings with parents/carers and student.
- Parental/student voice as appropriate to need

Level 2:

- Access to all support at Level 1.
- TA support in lessons - capacity allowing
- TA sessions in collaboration with the class teacher
- Termly review meetings with parents/carers and student.
- Referrals to, and support from, outside agencies.
- More regular meetings with parents/carers and student on a need's basis.

Where both these levels do not provide appropriate support then students may be referred and, after assessment, be allocated with High Needs funding or an Education, Health and Care Plan as outlined in the previous section. This placing the student in our level 3 category.

Level 3:

- Access to all support at Level 1 and 2.
- **SEND Support Plan** and Action Plan
- Key worker identified – SENDCO/Assistant SENDCO

- EHCP/HNF application / in place
- Termly review meetings with parents/carers and student or as appropriate to need
- Statutory annual review of EHCP
- Multi-agency approach

To manage the graduated approach of support, the system the school uses for assessing, planning, delivering and reviewing provision is that the data of SEND learners is regularly reviewed alongside, where appropriate, the **SEND Support Plan** and subsequent personalised targets. Students on the **SEND Register** have a plan setting out exactly what needs have been identified from assessments, how to remove key barriers to learning and clear outcomes to be achieved within an agreed timeframe. The plan is student-centred and is written in collaboration with the parent/carer. In addition, some students are assigned a **Key Worker** who is responsible for maintaining and updating the plan as well as supporting the SENCO in review meetings with the parent/carer and student. There is a core expectation that the **Key Worker** has responsibility for co-ordinating the process however teachers continue to have the responsibility to ensure students with SEND make educational progress. **Key Workers** are accountable to the SENCO.

Plans are reviewed termly where parents/carers are invited to discuss progress made and contribute to the process. This provides the basis for collaboration and allows both the student and the parents/carers to air concerns and provide suggestions for future outcomes and support. Where it is highlighted that the student is underachieving or needs to access a higher level of support before the review date, additional meetings can be arranged to adapt the plan as appropriate. The level of provision outlined in the plan is decided after assessments have taken place. Provision is linked to areas of need and outcomes we aim to achieve. Parents/carers and the student are fully involved in these discussions. The school contributes to Sefton's Local Offer, which outlines all available provision and the requirements for this provision to be allocated. A link to this can be found on the school website www.maghullhigh.com.

Where the School cannot meet the needs of the student through its own provision arrangements, we will engage additional support and specialist services. This is identified through the provision mapping which shows the levels of support students are accessing and the progress students have made. Further assessments may be necessary to identify which specialist service is required and then the local authority referral paperwork is completed where students have not made progress. This continues to be monitored and costed and is overseen by the finance manager. It is the school's aim that parents/carers and students are fully involved in all stages of this referral process.

Where the school is funding students to the cost of £6000 and educational progress is not being made school will make an application to the LA for and EHCP and/or High Needs Funding (HNF) to enhance provision and enable progress. The order of events is subject to the students' home authority however, a review meeting will be arranged with parents/carers, the student and all relevant outside agencies to inform and advise on initiating either a statutory assessment or a HNF application. The School, in consultation with all relevant parties, will then submit a request for an Education, Health and Care Plan assessment to be undertaken or submit evidence to request HNF is provided.

The school will have to demonstrate why it believes the student's needs are so considerable that a statutory assessment and/or HNF is needed. Parents/carers can also request a statutory assessment themselves.

The school then provides the following evidence

- SEN Support Plan with reviews
- High Needs Funding plan with reviews

- Student's health and medical records
- National Curriculum attainments
- Educational assessments
- Views of parents/carers
- Views of the student if appropriate
- Views of other professionals and social care as appropriate
- Educational Welfare service

The Local Education Authority (LEA) must decide within six weeks whether to carry out such an assessment.

When the local authority receives a request for an EHCP assessment, the parent/carer or young person will be allocated a named SEN Casework Assistant to support them through the process.

Where there is no EHCP application from the school, the school will be asked to submit this within 2 weeks to ensure that the SEN and Inclusion Panel can make a decision within the statutory time scale of six weeks.

To decide whether an EHCP statutory assessment is required, the panel need to consider whether the student has long term, severe and complex SEN, whether they have responded to sustained, relevant and purposeful measures taken by the school and whether the student's needs can be reasonably provided for within the resources normally available to mainstream schools and settings. The panel needs to have information from the parents/ carers, the student and the school or other educational setting to make this judgement.

Where the decision is to proceed with an EHCP needs assessment, the SEN casework team will contact the parents/student to check that the summary of their views is still up-to-date and to agree the additional information required.

The information collected must include advice about the student's education, health and care needs, desired outcomes and the special educational, health and care provision required to meet these needs and outcomes. Some of this information will however already be available and in the person-centred, outcomes-led format required. It will therefore only be necessary to seek further advice where the student's needs have changed or there are gaps in the information provided. Where the local authority requests such advice, it must normally be provided within six weeks of the request being made.

Where students are identified as no longer needing to be on the **SEND Register** or **SEND Support**, there must be a discussion with parents/carers and the student to ensure that any concerns can be aired and solutions provided. It is the school's aim that, as appropriate, the SENCO will continue to provide information to staff via the **Information Report** and **SENCO Briefings** regarding any on-going differentiation / enhanced quality first strategies recommended to support learning. The SENCO will then continue to regularly monitor progress their progress.

Provision

Maghull High School follows the National Curriculum however there are several specialist provisions available for students who need additional support to access mainstream education. The school uses information from primary schools alongside our own baseline assessments carried out on entry to identify students with additional needs.

Students may access support from several internal and external services. These include:

- The Base – SEND intervention area. This provision provides targeted and bespoke interventions for individuals and prides itself on being proactive in supporting SEND learners
- Excel learning – Provision to support our students identified as non-secondary ready
- The Phoenix Centre - This is a provision which provides targeted intervention for vulnerable students who may require support for a range of personal issues including anger management, healthy eating/living or social skills development.
- Counsellors who offer support for students and their families.
- Pastoral team, including pastoral managers, progress leaders, assistant progress leaders and other general support for students and their families daily.
- Inclusion Team. This includes Assistant SENCO, High Level Teaching Assistants and Teaching Assistants (TA3 and TA2) who work across the school ensuring that identified students achieve appropriate support and outcomes in Key Stage 3, 4 and 5.
- Literacy Intervention. The Inclusion Team works closely with the English Faculty to provide several interventions to ensure high levels of progress including Lexia, Paired Reading, Word Shark and Sparx Reader.
- Numeracy Intervention. The Inclusion Team works closely with the Maths Faculty to provide several interventions to ensure high levels of progress.
- Educational Psychologist. Supports with assessment of individuals and provides relevant staff training, as appropriate to need.*
- Occupational Therapy. Working directly with students and trains the Inclusive support team to ensure relevant exercise and movement routines are completed and purposeful adaptations or resources are in place.
- Speech and Language Therapist (SALT). The school works closely with both the local authority providers and employed SALT specialist to provide bespoke training and packages for individuals and small groups.
- Autistic Spectrum Condition Support. The school has a successful and on-going relationship with OSSME and Together Trust who have and continue to provide training for staff. Provision also includes direct work with students and their families tailoring bespoke programmes and therapy as appropriate to need.
- Mind Mastery – a 1:1 intervention supporting students with emotional wellbeing and achieving goals.

**As a trust we work with educational psychology services to support our teachers and promote effective, nurturing teaching and pastoral practices. At times, this support includes solution-seeking discussions about individual students, as well as whole classes and support systems in school. Before in-depth consultation regarding individual named students, informed parental consent will be sought.*

If you have any concerns about discussions with educational psychology services in school, please contact:

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As well as a wide range of internal provision, the school has links with a number of outside agencies including:

- Sefton SEN and Inclusion Service
 - SENIS
 - SENDIASS
 - Educational Psychologists
 - Inclusion Consultants
 - Complex Needs Inclusion Consultant
 - Specialist Teachers for SEND
 - Specialist Teachers for Visual Impairment
 - Specialist Teachers for Hearing Impairment
 - Sefton Autism and Social Communication Team:
www.seftondirectory.co.uk/autism

- Liverpool SEN and Inclusion Service
- Knowsley SEN and Inclusion Service

- Healthcare Professionals
 - Community Paediatrician
 - Speech and Language Therapy
 - Occupational Therapy
 - Physiotherapy
 - School Nurse

- Social Care Professionals
 - <https://www.sefton.gov.uk/childrens-services/> - Sefton
 - www.liverpool.gov.uk/careline - Liverpool
 - www.knowsley.gov.uk/residents/care - Knowsley

Specialist Providers

- CAHMS: www.youngminds.org.uk/about-us
- YPAS: www.ypas.org.uk
- OSSME: <https://autisminitiatives.org/service/ossme/>
- SWACA: www.seftondirectory.com
- VENUS: www.venuscharity.org

This is not an exhaustive list, as students will be referred as a need arises.

Accessibility

Maghull High School is committed to providing accessibility for all stakeholders, which evolves with the community's changing needs.

Maghull High School has facilities for students with physical needs. There is staff operated lift access to the main building of the school, the four-storey and O'Kane buildings. We also have a well-equipped physiotherapy room and disabled toilet/changing area with electric hoisting equipment. All Teaching Assistants take a full and active role in the care of all our physical needs students and are fully trained in appropriate procedures, subject to any identified needs. In addition, the school also has a sensory room, which is well-managed to support students in regulating their emotions.

School work closely with all health services including Physiotherapy, Speech and Language, Vision Impaired and Occupational Health to assess and source relevant equipment to support students as appropriate to their needs. We seek professional advice from the health services in adapting and refining our facilities and environment.

Training and Resources

- SEND provisions are funded through Whole School and High Needs Funding.
- Training needs of staff and the school are identified through the School Improvement Plan, Performance Management Reviews and individual student needs
- All teachers and support staff will undertake induction on taking up a post so that they understand the structures, systems and practice within the school.
- All staff attend regular training and briefings covering a range of areas, including SEND.
- The SENCO will access CPD as necessary and works closely with the Southport Learning Trust and linked agencies to identify areas for development.
- The SENCO attends the Southport Learning Trust Cluster meetings half termly.
- The SENCO has full NASEN membership.
- The SENCO has successfully completed the SENCO Award at Edge Hill University 2016.
- The Acting SENCO is undergoing NPQ SENCO.
- The school has links with many agencies as highlighted in the previous section.

Roles and responsibilities

Governors

The governing body:

- Fulfils its statutory requirements to secure the necessary provision for any student identified as having SEND s in accordance with the Code of Practice 2014.
- Ensures that all teachers are aware of the importance of providing for such students.
- Are involved in developing and monitoring the school's SEND Policy, SEND Information Report and contribution to the local offer.
- Review SEND Impact Report
- Deploy a link Governor to oversee and quality assure SEND developments

Teaching Assistants

- All TAs are expected to deliver quality provision, under the guidance of the SENCO
- Some TAs are trained to deliver specific interventions which are monitored by the SENCO.

- Training to meet the needs of TAs is arranged according to whole school and individual student needs.
- TAs are encouraged to discuss issues relating to SEND with the SENCO.
- Where individual and group training needs are identified of support staff, the SENCO or Headteacher will facilitate training. TAs are fully included in whole school training sessions where appropriate.
- The contribution by support staff in the day-to-day implementation of the SEND Policy is highly valued and forms a crucial part of the success of the Policy.
- In line with the SEND Code of Practice, the class teacher is the first port of call for the TAs to discuss issues relating to students with SEND. The SENCO may be involved where further advice or discussion is needed.
- TAs/Key Workers are responsible for co-ordinating the SEN Support Plans and action plans for their key students on a termly basis. The responsibility for ensuring students with SEND make progress continues to rest fully with every class teacher
- All TAs are line managed by the SENCO.

The member of staff responsible for:

Designated Safeguarding Lead (DSL) - Child Protection / Safeguarding

Pastoral Manager – Mrs R Watson

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Assistant DSL -

Phoenix Centre Manager – Mr J McQuade

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Pastoral

Assistant Headteacher – Mr P Dawson

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Disadvantaged Students

Assistant Headteacher – Miss K Robinson

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Storing and Managing Information – confidentiality

Information collected about a student's SEND is confidential and will only be communicated to involved persons with the knowledge and agreement of the student's parents, the Headteacher or the SENCO, unless the school has safeguarding concerns.

Confidential information regarding a student's SEND is kept in the student's SEND file in locked filing cabinets. If information on a student is required from the file, the information on that student will be removed and returned promptly.

The SEND file will contain copies of the original documents; Health advice/diagnosis, SEND Support Plans; action plans; minutes from meetings; assessment information; Education and Health Care Plans; Medical Care Plans. The SENCO keeps this file.

The TAs keep a file for their key students including **SEND Support Plans**, action plans, equipment, resources and differentiated work. This is not shared with students.

The **SEND Register, Information Report** and assessment data is distributed to all staff where appropriate and is held electronically on the school's network, which cannot be accessed by the students.

When information needs to be disposed of (e.g. removal from the **SEND Register**, changes to circumstances), the school confidentially disposes of such data on request.

Dealing with complaints

The Headteacher, SENCO and all staff are committed to providing the very best education for all students. However, there may be occasions when a parent is not satisfied with their child's provision. They should first request a meeting with the relevant teacher or member of the pastoral team, such as Assistant Head of Year, to outline the area of concern. Should this not resolve the matter, the next step is to arrange a meeting with the SENCO. Should the concern persist, a meeting will take place with an Assistant Headteacher and SENCO, whereby the issues can be discussed further in order to create a clear plan of action. Should this not resolve the matter, the penultimate step is to arrange a meeting with the Headteacher. If there is still cause for complaint it will be forwarded to the Chairman of Governors and the correct procedures will take place in accordance with the school's complaints procedure, the complaint being managed by the Headteacher.

Reviewing the Policy

The SEND policy will be reviewed annually by the governing body, school leaders and the SENCO.