Leverhulme
Church of England and Community Trust

Rivington & Blackrod High School

Special Educational Needs and Disability Policy

Reviewees: Mr A Kirby & Mrs J Rawlings

Updated: September 2026

Review: September 2027

1. Purpose and Commitment

Rivington and Blackrod High School is committed to ensuring that pupils with Special Educational Needs and/or Disabilities (SEND) receive the support they need to access a high quality education, participate fully in school life and achieve their potential.

SEND is a whole school responsibility. The SENCO coordinates SEND provision, but every teacher and member of staff has responsibility for identifying and responding to pupils' needs.

Our approach is based on the principle that pupils with SEND should receive high quality teaching, appropriate adaptations and additional provision where required. We recognise that pupils have different strengths, needs and ways of learning and that these may change over time.

We work in partnership with pupils, parents/carers and, where appropriate, external professionals. Our aim is to identify needs early, remove barriers to learning, provide effective support and regularly review its impact.

This policy explains **what the school will do to support pupils with SEND and what parents/carers can expect from us**.

More detailed information about the school's current SEND provision is available in the **SEND Information Report**.

2. Legal and Statutory Framework

This policy has regard to, and is informed by, the following legislation and statutory guidance:

- **Children and Families Act 2014, Part 3**;
- **Special Educational Needs and Disability Code of Practice: 0 to 25 years**;
- **Special Educational Needs and Disability Regulations 2014**;
- **Equality Act 2010**;
- **School Admissions Code**, where applicable;
- relevant Department for Education statutory guidance; and
- relevant Bolton Council SEND policies, procedures and Local Offer arrangements.

The school will comply with its statutory duties and have regard to the SEND Code of Practice when carrying out its responsibilities towards pupils with SEND.

The school will monitor changes to legislation, statutory guidance and Local Authority arrangements and update this policy when required.

3. Our SEND Principles

Rivington and Blackrod High School is committed to the following principles:

Inclusion

Pupils with SEND should be included in the life of the school and have access to an ambitious curriculum alongside their peers wherever appropriate.

High expectations

SEND should not be a barrier to high expectations. We focus on pupils' strengths, needs, aspirations and potential.

Early identification

We seek to identify needs as early as possible so that appropriate support can be put in place.

High quality teaching

High quality, adaptive teaching is the foundation of our SEND provision. Teachers remain responsible for the progress of pupils they teach.

Individualised support

Where pupils require provision that is additional to or different from that ordinarily available, we identify appropriate support based on their individual needs.

Partnership

We work with pupils and parents/carers as partners in identifying needs, planning support and reviewing progress.

Evidence and impact

SEND provision should have a clear purpose and be reviewed to establish whether it is making a positive difference.

Preparation for the future

We support pupils to develop the knowledge, skills, confidence and independence needed for their next stage of education, employment and adult life.

4. Who Is Responsible for SEND?

SEND is a whole-school responsibility.

4.1 Head of School

The Head of School, **Mr. S Walsh**, has overall responsibility for ensuring that the school meets its statutory responsibilities towards pupils with SEND.

The Head of School ensures that:

- SEND remains a strategic priority;
- appropriate resources are allocated;
- SEND provision is monitored;
- staff understand their responsibilities;
- the governing body is informed about SEND; and
- the school fulfils its legal duties.

4.2 Associate Deputy Head

The Associate Deputy Head, **Mr A Kirby**, has strategic responsibility for inclusion and works with the Head of School, SENCO and Senior Leadership Team to ensure that SEND provision supports the school's wider priorities.

4.3 SENCO

The SENCO, **Mrs J Rawlings**, coordinates the school's SEND provision and works strategically with school leaders, teachers, support staff, pupils, parents/carers and external professionals.

The SENCO is responsible for:

- coordinating identification and assessment of SEND;
- overseeing SEND Support;
- advising staff on appropriate provision and reasonable adjustments;
- coordinating specialist advice and referrals;
- ensuring relevant staff understand pupils' needs;
- supporting staff training and professional development;
- monitoring the effectiveness of SEND provision;
- coordinating EHCP processes and annual reviews;
- working with parents/carers and pupils;
- contributing to school improvement planning; and
- ensuring that SEND documentation remains accurate and effective.

SENCO: Mrs J Rawlings, B.Ed., *NASENCO*

Email: JRawlings@rbhs.co.uk

Telephone: 01204 333266

4.4 Teachers

Every teacher is responsible for the progress and development of pupils with SEND whom they teach.

Teachers will:

- provide high quality adaptive teaching;
- understand the SEND needs of pupils in their classes;
- implement agreed strategies and reasonable adjustments;
- use appropriate resources and teaching approaches;
- monitor progress;
- identify concerns promptly;
- work with the SENCO and support staff; and
- communicate with parents/carers where appropriate.

A pupil's SEND needs do not transfer responsibility for teaching from the classroom teacher to the SENCO or teaching assistant.

4.5 Teaching Assistants and Support Staff

Teaching assistants and other support staff work under the direction of teachers and relevant leaders.

They will:

- implement agreed strategies;
- encourage pupil independence;
- provide targeted support where appropriate;
- contribute to assessment and review; and
- communicate relevant information to teaching staff and the SEND team.

Support should not create unnecessary dependency or replace high quality teaching.

4.6 Governing Body

The governing body has strategic oversight of SEND and monitors how effectively the school fulfils its statutory responsibilities.

The SEND Governor provides a link between the governing body and the school's SEND leadership.

Mrs S Lucas is the nominated governor for Special Education Needs who links the SEND team with the Governing Body; regular monitoring visits will take place during the year, and the link governor will report back to the full governing body. The link Governor can be contacted through the school by emailing at head@rbhs.co.uk.

5. Identifying SEND

What do we mean by SEND?

A child or young person has **Special Educational Needs (SEN)** if they have a learning difficulty or disability which calls for special educational provision to be made for them.

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

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

A disability under the **Equality Act 2010** is a separate legal definition. A pupil may be disabled without having SEN and may have SEN without being disabled under the Equality Act. There can also be significant overlap between the two.

The school will consider the individual pupil's strengths, needs and barriers to learning when deciding whether special educational provision is required. A diagnosis is not required for the school to consider whether a pupil may have SEND or require support.

Identifying SEND

The school recognises that SEND can be identified at any point during a pupil's education.

A concern may be raised by:

- the pupil;

- a parent/carer;
- a teacher;
- pastoral staff;
- the SENCO or SEND team;
- information from a previous school;
- assessment and progress information; or
- an external professional.

The school considers a range of information, including:

- attainment and progress;
- classroom observations;
- teacher assessment;
- reading and other appropriate assessments;
- communication and interaction;
- social and emotional development;
- sensory or physical needs;
- attendance and engagement where relevant;
- information from parents/carers;
- the pupil's views; and
- relevant professional advice.

No single assessment score, diagnosis or test automatically determines whether a pupil has SEND.

We consider the individual pupil's strengths, needs, barriers to learning and response to support.

Parents/carers do not need to wait for a formal diagnosis before discussing concerns with the school.

6. Broad Areas of SEND Need

The SEND Code of Practice identifies four broad areas of special educational need. Pupils may have needs in one or more areas, and their needs may change over time. The school considers the individual needs, strengths and circumstances of each pupil rather than relying solely on a category of need.

6.1 Communication and Interaction

Some pupils may have difficulties with speech, language and communication, understanding or expressing themselves, social communication or interaction with others.

This may include pupils with speech, language and communication needs (SLCN) or autism.

The school may support pupils through approaches such as:

- clear and accessible instructions;

- visual supports;
- structured routines;
- explicit teaching of communication and social skills;
- additional processing time;
- adapted classroom environments; and
- specialist advice where appropriate.

6.2 Cognition and Learning

Some pupils may experience difficulties acquiring, retaining or applying knowledge and skills. This may include pupils with general learning difficulties or specific learning difficulties such as dyslexia, dyscalculia or dyspraxia.

The school may support pupils through:

- adaptive teaching;
- explicit modelling and instruction;
- breaking learning into manageable steps;
- additional practice and repetition;
- appropriate interventions;
- adapted resources; and
- assistive technology where appropriate.

6.3 Social, Emotional and Mental Health

Some pupils may experience difficulties with their emotional wellbeing, mental health, relationships, behaviour or ability to regulate their emotions.

The school recognises that behaviour can communicate an underlying need and will seek to understand the reasons for difficulties rather than viewing behaviour in isolation.

Support may include:

- pastoral support;
- emotional regulation strategies;
- appropriate adjustments;
- trusted adult support;
- targeted interventions;
- support from specialist services where appropriate; and
- work with parents/carers and other professionals.

SEND Support for social, emotional and mental health needs does not replace the school's wider safeguarding, pastoral, behaviour or mental health responsibilities.

6.4 Sensory and/or Physical Needs

Some pupils may have a disability or sensory or physical need that affects their ability to access education.

This may include vision impairment, hearing impairment, physical disability or other sensory or physical needs.

The school may support pupils through:

- reasonable adjustments;
- adapted equipment or resources;
- changes to the learning environment;
- assistive technology;
- appropriate access arrangements;
- specialist advice; and
- liaison with health or specialist services where appropriate.

7. What Happens if a Pupil May Have SEND?

When a concern is raised, the school will seek to understand the pupil's needs before deciding what support is appropriate.

Step 1 – Concern

A concern may be raised by the pupil, parent/carer or school.

Step 2 – Gather information

The school considers information from the pupil, family, teachers, assessments and other relevant sources.

Step 3 – Assess

The school may use further assessment, observation or specialist advice to understand the pupil's strengths and needs.

Step 4 – Plan

Where additional support is required, the school identifies appropriate provision and intended outcomes.

Step 5 – Do

The agreed support is implemented.

Step 6 – Review

The school reviews the pupil's progress and the impact of the support.

Step 7 – Adapt

Where necessary, provision is changed, increased, reduced or replaced.

Step 8 – Further assessment

Where significant or complex needs remain despite appropriate support, further specialist assessment or an EHCP needs assessment may be considered.

Parents/carers and pupils will be involved throughout this process wherever appropriate.

8. The Graduated Approach

The school follows the graduated approach described in the SEND Code of Practice arrangements.

Support is built around three broad levels:

High quality teaching

All pupils receive high quality teaching. Teachers adapt teaching, resources and approaches where appropriate to remove barriers to learning.

Targeted SEND Support

Where a pupil requires provision that is additional to or different from that normally available, targeted SEND Support may be provided.

Specialist support

Where needs are more significant, complex or persistent, the school may seek specialist advice or support from appropriate services.

The school uses the **Assess–Plan–Do–Review** cycle to ensure that support is purposeful and responsive to the pupil's needs.

9. Assess–Plan–Do–Review

Assess

We identify the pupil's strengths, needs and barriers to learning using relevant information and evidence.

Plan

We agree:

- what support is required;
- the intended outcome;
- who will provide the support; and
- how and when its impact will be reviewed.

Parents/carers and pupils will be involved where appropriate.

Do

Teachers implement the agreed provision, working with teaching assistants and specialist staff where appropriate.

Review

The school evaluates:

- the pupil's progress;
- whether support has had the intended impact;
- whether needs have changed; and

- what should happen next.

Support will not continue simply because it has previously been provided. Where an intervention is not effective, the school will consider adapting or replacing it.

10. High Quality Teaching and Classroom Support

The first response to SEND is high quality teaching.

Teachers will make reasonable and appropriate adaptations to enable pupils to access learning. Depending on individual need, this may include:

- adapting instructions;
- breaking learning into manageable steps;
- using visual or structured supports;
- adapting resources;
- explicitly teaching vocabulary;
- providing alternative ways of recording;
- allowing appropriate processing time;
- using assistive technology;
- adapting classroom organisation;
- providing sensory or movement breaks where appropriate;
- adapting assessment approaches; and
- providing additional explanation or modelling.

The school will avoid unnecessary withdrawal from mainstream lessons where a pupil can appropriately access learning through effective classroom support.

Where targeted intervention outside the classroom is appropriate, the school will consider its frequency, duration and impact on access to the wider curriculum.

11. Reasonable Adjustments and Accessibility

The school recognises its duties under the **Equality Act 2010**.

Where a pupil is disabled within the meaning of the Act, the school will consider and implement reasonable adjustments where required to prevent the pupil being placed at a substantial disadvantage.

Adjustments may relate to:

- teaching and learning;
- communication;
- assessment;
- school routines;

- activities and trips;
- access to information;
- the physical environment; or
- participation in school life.

SEND Support and reasonable adjustments are related but are not the same legal duty.

A pupil may require reasonable adjustments whether or not they are receiving SEN Support.

The school's Accessibility Plan sets out its wider approach to improving accessibility.

12. SEND Support

Where a pupil has SEN and requires special educational provision, the school may provide SEN Support.

Support will be based on the pupil's individual needs and may include:

- adaptive teaching;
- targeted intervention;
- additional resources;
- specialist advice;
- pastoral support;
- communication support;
- reasonable adjustments;
- small group work; or
- individual support where appropriate.

The school will maintain appropriate records of SEND needs and provision.

Parents/carers will normally receive information about SEND Support and their child's progress at least termly.

The pupil's views will be considered in an age and developmentally appropriate way.

13. Communication Passports

Where appropriate, pupils receiving SEND Support or who have an EHCP will have a Communication Passport (one page profile).

This will provide staff with clear information about:

- the pupil's strengths;
- areas of need;
- communication preferences;
- helpful strategies;

- reasonable adjustments; and
- approaches that support successful learning.

Pupils and parents/carers will be involved in developing and reviewing this information where appropriate.

The purpose is to promote consistency across lessons and support pupil independence.

14. Monitoring Progress and Evaluating Provision

The school monitors the progress of pupils with SEND through its normal assessment and progress systems.

Teachers remain responsible for monitoring the progress of pupils they teach.

The SENCO and SEND leadership team monitor the effectiveness of SEND provision across the school.

We consider evidence including:

- academic progress;
- progress towards individual outcomes;
- engagement;
- attendance where relevant;
- independence;
- communication;
- wellbeing; and
- the impact of interventions and adjustments.

The school uses this information to determine whether SEND provision is effective and whether changes are required.

SEND provision is reviewed as part of the school's wider quality assurance and school improvement processes.

15. Working with Parents/Carers and Pupils

The school recognises parents/carers as important partners in supporting pupils with SEND.

We will:

- listen to concerns;
- seek information about the pupil's strengths and needs;
- involve parents/carers in decisions about support;
- involve pupils in decisions about their education;
- explain support and intended outcomes;
- share relevant information about progress;
- review provision collaboratively; and

- explain decisions where there are different views.

Communication may include:

- meetings;
- telephone contact;
- email;
- written reports;
- parents' evenings;
- SEND reviews;
- EHCP annual reviews; and
- individual planning meetings.

We aim to communicate in clear, ordinary language and avoid unnecessary professional jargon.

16. Specialist and External Support

Where a pupil's needs require specialist advice or provision, the school may work with appropriate external services.

Depending on individual need and eligibility, this may include:

- Educational Psychology;
- Speech and Language services;
- specialist teaching services;
- behaviour and inclusion services;
- health professionals;
- occupational therapy;
- physiotherapy;
- sensory support;
- CAMHS;
- social care; and
- other appropriate services.

Access to external services is subject to the relevant service's eligibility criteria and referral arrangements.

The school will normally discuss referrals with parents/carers and pupils where appropriate.

The SEND Information Report provides information about the specialist services currently accessible to the school.

17. Education, Health and Care Plans Needs Assessments

Where a pupil has significant or complex SEND and it may be necessary for special educational provision to be made through an EHCP, the school may request an **EHCP needs assessment** from the Local Authority.

The school will gather and provide appropriate evidence, which may include:

- information about the pupil's needs;
- progress and attainment;
- provision already provided;
- the impact of interventions;
- information from parents/carers;
- the pupil's views; and
- relevant professional advice.

A request for an EHCP needs assessment does not automatically result in an EHCP.

Parents/carers and young people can also request an EHCP needs assessment directly from the Local Authority.

Bolton Council makes decisions about EHCP needs assessments in accordance with the statutory framework and its published arrangements.

18. Education, Health and Care Plans

Where a pupil has an EHCP, the school will:

- deliver the special educational provision specified in the plan for which the school is responsible;
- ensure relevant staff understand the pupil's needs;
- use EHCP outcomes to inform planning and support;
- implement agreed strategies and reasonable adjustments;
- monitor progress;
- involve the pupil and parents/carers; and
- work with the Local Authority and relevant professionals.

An EHCP is a legal document issued by the Local Authority where the statutory requirements are met.

19. EHCP Annual Reviews

EHCPs must be reviewed at least annually.

The school will organise annual reviews in accordance with statutory requirements and Bolton Council's current arrangements.

The review will consider:

- progress towards EHCP outcomes;
- the effectiveness of provision;
- the pupil's strengths and achievements;
- the pupil's views and aspirations;
- parents'/carers' views;
- relevant professional advice; and
- whether changes are required to provision or outcomes.

The school will submit the required review information to the Local Authority within the applicable statutory timescale.

20. Preparing for Adulthood

From Year 9 onwards, EHCP reviews will include a focus on Preparing for Adulthood.

Planning will consider the young person's aspirations in relation to:

- further or higher education;
- employment;
- independent living;
- health;
- community participation; and
- independence.

The young person's views and aspirations will be central to this planning.

21. Transition

The school recognises that transition can be a significant barrier for some pupils with SEND.

We work with pupils, parents/carers and previous or receiving settings to support successful transitions.

This may include:

- additional visits;
- familiarisation activities;
- meetings with key staff;
- sharing relevant information;
- transition planning;
- Communication Passports or pupil profiles; and
- additional support for pupils with EHCPs.

For statutory phase transfers, the school will follow the relevant Bolton Council arrangements.

Our transition arrangements aim to ensure that pupils understand their new environment, routines, expectations and support.

22. Supporting Pupils with Medical or Additional Needs

Where a pupil's medical condition, disability or other circumstance affects access to education, the school will consider the appropriate support in line with its statutory duties and relevant school procedures.

Where appropriate, support may involve:

- reasonable adjustments;
- individual healthcare arrangements;
- access arrangements;
- liaison with health professionals;
- adaptations to teaching;
- risk assessments; and
- additional support to access school activities.

A medical diagnosis does not automatically mean that a pupil has SEND. The school will consider whether the pupil requires special educational provision based on their individual circumstances.

23. Access Arrangements

Where pupils require access arrangements for examinations or formal assessments, the school will assess eligibility and make applications in accordance with the relevant examination regulations.

Examples may include:

- extra time;
- a reader;
- a scribe;
- assistive technology; or
- other permitted arrangements.

Access arrangements are subject to the relevant examination body's rules and evidence requirements.

An examination access arrangement does not, by itself, determine whether a pupil has SEND.

24. Specialist Resource Provision

Rivington and Blackrod High School provides specialist Resource Provision for pupils with identified Speech, Language and Communication Needs and Autism.

Admission to Resource Provision is through the relevant Local Authority process and is subject to the applicable criteria.

Pupils accessing specialist provision remain part of the wider school community and will be included in mainstream school life wherever appropriate.

The school works with families and relevant professionals to ensure that provision reflects the pupil's individual needs and EHCP where applicable.

25. Parent/Carer Rights and Concerns

Parents/carers have the right to:

- raise concerns about their child's learning or development;
- ask the school to consider whether their child may have SEND;
- contribute information and views;
- be involved in decisions about SEND Support;
- receive information about support and progress;
- contribute to EHCP assessments and reviews;
- request an EHCP needs assessment;
- raise concerns where agreed provision is not being delivered; and
- use relevant complaints, disagreement resolution and appeal processes.

The school will seek to resolve concerns as early as possible.

If you have a concern

First: contact the member of staff most closely involved with your child.

Then: contact the SENCO if the concern relates specifically to SEND provision or remains unresolved.

If necessary: the concern can be escalated to the relevant Senior Leader or Head of School teacher.

Formal complaint: where a concern cannot be resolved informally, parents/carers can use the school's Complaints Policy.

Where a disagreement concerns a decision made by Bolton Council about an EHCP needs assessment or EHCP, the relevant Local Authority disagreement resolution, mediation or appeal process will apply.

26. Future SEND Reform

The Government is progressing reforms to the SEND system intended to improve early identification, inclusive mainstream provision, access to specialist support and outcomes for children and young people with SEND.

The school will monitor changes to legislation, statutory guidance and Bolton Council's SEND arrangements.

Where reforms are proposed but are not yet legally in force, the school will continue to operate according to the legislation and statutory guidance currently applicable.

When new statutory requirements come into effect, the school will update this policy and its SEND Information Report accordingly.

- equality and accessibility;
- the effectiveness of the graduated approach; and
- compliance with statutory requirements.

Appendix 1 – Key SEND Terms

SEND – Special Educational Needs and/or Disabilities.

SEN – Special Educational Needs.

SENCO – Special Educational Needs Coordinator.

SEN Support – Special educational provision provided by the school for a pupil with SEN who does not have an EHCP.

Assess–Plan–Do–Review – The process used to identify needs, plan support, provide it and review its effectiveness.

EHC needs assessment – A statutory assessment undertaken by the Local Authority to determine whether an EHCP may be necessary.

EHCP – Education, Health and Care Plan. A legal plan issued by the Local Authority where the statutory requirements are met.

Reasonable adjustment – A reasonable change made under the Equality Act 2010 to reduce disadvantage experienced by a disabled pupil.

Local Offer – Information published by the Local Authority about SEND services and support available locally.

Preparing for Adulthood – Planning that supports young people with SEND to prepare for further education, employment, independent living, health and participation in society.

Appendix 2 – Related Information

More detailed and regularly updated information about the school's SEND provision is published in the **SEND Information Report**.

This includes information about:

- current SEND provision;
- staffing and expertise;
- available interventions;
- specialist equipment;
- external services;
- accessibility;
- transition arrangements;
- parent/carer involvement; and
- current contact arrangements.

The SEND Information Report should therefore be read alongside this policy