LYMM HIGH SCHOOL

SEND Policy

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References to statutory legislation and guidance

Incorporating the revised Special Educational Needs and Disability Code of Practice: 0 to 25 years, January 2015) which can be accessed at: SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)

This policy also has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015 Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The UK General Data Protection Regulation (GDPR)

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

• DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
• DfE (2015) 'Supporting pupils at school with medical conditions'
• DfE (2025) 'Keeping children safe in education 2025'
• DfE (2023) 'Working Together to Safeguard Children 2023'
• DfE (2018) 'Mental health and wellbeing provision in schools'
• DfE (2021) 'School Admissions Code'

This policy operates in conjunction with the following school policies:

• Admissions Policy
• Data Protection Policy (GDPR)
• Supporting Pupils with Medical Conditions Policy
• Child Protection and Safeguarding Policy
• Exam Access Arrangements Policy
• Behaviour Policy
• Complaints Procedures Policy
• Accessibility Plan

Next review date: January 2027

Our vision and values for SEND at Lymm High School

At Lymm High School, we provide all pupils with access to a broad and balanced curriculum. Our intention for students with Special Educational Needs and/or Disabilities (SEND) is to ensure that all children receive a high-quality and ambitious education, regardless of their needs or disability. This is underpinned by our culture of high expectations and rigour, ensuring that our broad and balanced curriculum is open to all, with no denial of knowledge. We uphold the principle that every teacher, is a teacher of SEND. We expect all staff to have read Pupil Passports and support the application of our Quality First Teaching strategies to ensure individual needs are met.

Outside of academic outcomes, our vision for pupils at LHS is to ensure that all pupils feel fully included within the wider life of the school. This includes encouraging their participation in a wide-ranging programme of extra-curricular activities and opportunities to develop leadership skills in order to promote the importance of being decent, socially responsible members of the community.

Definitions

For this policy, a pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The four areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Communication and interaction

Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.

Pupils who are on the autism spectrum often have needs that fall in this category.

Cognition and learning

Pupils with learning difficulties usually learn at a slower pace than their peers.
A wide range of needs are grouped in this area, including:

- Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia
- Moderate learning difficulties
- Severe learning difficulties

Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Social, emotional and mental health

These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:

- Mental health difficulties such as anxiety, depression or an eating disorder
- Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder
- Suffered adverse childhood experiences

These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

Sensory and/or physical

Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.

Pupils may have:

- A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment
- A physical impairment

These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

Our objectives

The school will meet the core aims of this policy by achieving the following strategic and measurable objectives:

- To follow the graduated approach outlined in the DfE's 'Special educational needs and disability code of practice: 0 to 25 years'
- To monitor the progress of all pupils to aid the earliest possible identification of SEND.

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for Lymm High School as a whole. Every teacher at Lymm High School is a teacher of pupils with SEND. Every leader in school is a leader of SEND.

Governors

The Governors of Lymm High School, together with the Headteacher, have a legal responsibility for overseeing all aspects of the school's work, including provision for students with special educational

needs, and ensuring that the necessary provision is made for any pupil who has special educational needs. They determine the school's general policy and approach to provision for students with special educational needs and establish the appropriate staffing and funding arrangements.

Appointed representatives from the governing body are actively involved in self-review, with the Headteacher and SENDCo, of the provision for students with special needs and implementation of the policy within the school.

Special Educational Needs Coordinator (SENDCo)

The SENDCo is Miss Katie Yates; she works closely with all staff, the Headteacher, parents and outside agencies ensuring the best possible provision for students with special educational needs.

With the support of the Karen Neal, and Neesha Lawson-Corney (Deputy SENDCo's), she is responsible for:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for students with SEND
- ensuring the involvement of parents and carers from an early stage and liaising with parents of pupils with SEND
- advising on a graduated approach to providing SEND support, liaising with and advising other members of staff
- helping to identify students with special educational needs, assessing and planning for progress
- maintaining the school's special needs register
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with feeder primaries, other schools, educational psychologists, health and care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support agencies
- liaising with potential and next stage providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- managing teaching assistants, with the support of HLTA, Mrs Yvonne Poskitt who assumes day-to-day line management responsibilities.

- supporting the professional development of teaching assistants
- regularly liaising with the governors' representative
- ensuring students are assessed for and receive the appropriate exams access arrangements

Headteacher

The Headteacher has overall responsibility for the management of provision for students with special educational needs and keeps the governing body fully informed through a close working relationship with the SENDCo.

Teaching Staff

In line with the SEND Code of Practice (CoP, DfE, 2015) all teachers at Lymm High School are responsible and accountable for the progress and development of all pupils in their class, including pupils with SEND. High-quality teaching is our first step in responding to pupils who have SEND.

The identification of SEND is built into the overall approach to monitoring the progress and development of pupils. Subject teachers are responsible for working with students on a daily basis and closely monitor students involved in interventions away from the main class. Staff also implement procedures for identifying, assessing and making provision for pupils with SEND, including adaptations to lesson materials.

Teachers work closely with teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

All teaching staff receive ongoing training in relation to the deployment of strategies to support pupils with SEND. Where a pupil has been identified as having additional needs, teaching staff are expected to incorporate quality-first teaching strategies to adapt their lessons accordingly, and to have read individual pupil passports, for those requiring enhanced support.

Support Staff

Members of support staff in school, including, but not limited to, teaching assistants, pastoral managers, mental health leads and the inclusion hub manager, are also responsible for ensuring they work closely with teaching staff, to ensure appropriate provision is put in place to meet a child's needs.

Support staff also deliver out of class interventions to meet the outcomes and needs of individual pupils with SEND. Staff receive training that is relevant to their job role, and the duties they are expected to perform when putting in place provision for pupils with SEND.

Our approach to identification

Identification, assessment and review

The progress of the students is assessed by staff as part of the school's tracking process at least three times per year. Where progress is slow, the first response is quality-first teaching.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

All those working with students are alert to emerging difficulties and respond early. In deciding whether to make special educational provision, the Headteacher and SENDCo consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress.

Where more specific assessment is deemed to be necessary, this will be facilitated by the SENDCo, and wider SEND team, who may then involve other professionals from outside the school. The information gathering will include an early discussion with the pupils and their parents. Lymm High School recognises that parents know their child best and we ensure we listen to and understand when parents express concerns about their child's development.

Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of their parents.

When a child is identified as needing SEND support, the school employs a graduated approach of Assess-Plan-Do-Review adopting the recommended model for Special Educational Needs as set out in the Code of Practice (DfE 2015). A register of pupils with SEN is kept as a legal requirement.

Criteria for identifying SEN may include:

- A child's early history and/or parental concern
- Low entry profile
- A pupil's lack of progress despite receiving a differentiated curriculum
- Low achievement in the National Curriculum i.e. significantly below the suggested level for their age
- requiring greater attention in class due to additional needs in the areas of:
    - Communication and interaction
    - Cognition and learning
    - Social, emotion and mental health difficulties
    - Sensory and/or physical needs
- Requiring specialist material/equipment or support for sensory/physical problems

The SENDCo and teachers, together with specialists, and involving the pupils, parents, consider a range of teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes are agreed and progress reviewed up to three times a year – either through a formal review process, or more informal discussions with parents/carers, external agencies, and staff.

Where, despite the school providing SEND support, a child has not made expected progress, school and parents may consider requesting an Education, Health and Care assessment by the local authority. The LA will expect to see evidence of the action taken by the school as part of SEN support.

Reviews of students with SEND support are held regularly and led by members of the Learning Development Department. They provide an opportunity for parents to share their concerns and, together with the child and teacher, agree aspirations for the pupil.

Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

Children with EHC plans

Education, health and care plans will be reviewed annually.

The SENDCO will organise these reviews and invite:

- The child's parent
- The child
- A representative from the local authority (typically the EHCP Caseworker)
- Any other person the child/young person and/or their family and the local authority deem appropriate
- Any other member of school staff that the SENDCo feels is appropriate.
- In cases where a child is at a transition phase, SENDCos and/or representatives from local colleges and schools will also be invited

The aim of the review will be to:
• Assess the student's progress, specifically towards the outcomes outlined on the pupils EHCP.
• Consider the appropriateness of the existing EHCP in relation to the students' performance during the year, and whether to cease, continue, or amend it.

Requesting EHC needs assessment

A young person can request an assessment themselves if they're aged 16 to 25. A request can also be made by anyone else who thinks an assessment may be necessary, including doctors, health visitors, teachers, parents and family friends.

Statutory guidance states that an EHCP should be issued when the local authority decides that the special educational needs of the child cannot be reasonably provided for within the resources available to mainstream education settings.

We encourage parents/carers of pupils who are considering making a request for an EHCP, to discuss provision with the SENDCo, before making a request.

Our approach to involving parents/carers/ children/young people

Parents of pupils with SEND are encouraged to share their knowledge of their child and in turn, the school will aim to give parents the confidence that their views and contributions are valued and acted upon.

As a school, we encourage and illicit the voice of young people with SEND, through pupil voice activities such as pupil panels, individual pupil voice discussions and through initial checklists and screening tools.

There is also an opportunity for parents to discuss their child's needs, progress and strengths at Parents Evening's. Parents are involved in the initial identification of their child's needs and are always part of the review process to monitor provision and progress. Wherever possible, parents are involved in any strategies instigated, and we aim to support parents with their child's difficulties if necessary. Parents are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour. Information and signposting to parents is provided, about services on offer in the local area and given to parents so they may use it if they wish, and information is available for parents of students with learning difficulties/disabilities in school. Parents have right of access to records concerning their child.

The voice of the child
All students are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education. At Lymm High' School we encourage pupils to participate in their learning by being present for at least part of review meetings, depending on their level of maturity, to share their wishes and feelings with families and staff. This is difficult for some pupils, so it is important to recognise success and achievements as part of the review process as well as addressing any difficulties. Pupils are encouraged to take part in the reviews and be part of the evaluation of their successes and needs.

Students with an Education, Health and Care Plan (EHCP) are invited to play an active role in their Annual Review. Those pupils who require more support, are assisted by key members of staff, to ensure their voice can be heard. Parents are also asked for their own feedback, as part of the annual review process.

Students with SEND are regularly invited to participate in pupil voice with members of the Senior Leadership Team. The results of which, are used to inform strategic decision making and changes to policy, practice and procedures.

Record keeping, monitoring and data management

The school's records will:

- Include details of SEND, outcomes, actions, agreed support, teaching strategies and information about the involvement of specialists, as part of its standard information management system, to monitor the progress, behaviour, and development of its pupils.
- Maintain accurate and up-to-date records of the provision and needs of pupils with SEND.
- Show provisions that the school makes which is different from or additional to, support put in place for all other pupils.

The SEND Information Report will be prepared, at least annually, by the SENDCo, in consultation with members of the Senior Leadership Team (SLT), the governing body, parents and pupils, and it will be published on the school website. It will include all of the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.

All information will be kept in accordance with the school's Data Protection Policy (GDPR).

Evaluating success

Parents/guardians, staff and pupils meet regularly, both formally and informally, to plan outcomes, revise provision and celebrate success.

The success of the school's SEND Policy and provision is evaluated through:

- The SEND Action Plan
- Monitoring of classroom practice by SENDCo and teachers
- Analysis of pupil tracking data and test results – for individual pupils and for cohorts
- Value-added data for pupils on the SEND register
- Progress data
- Monitoring of procedures and practice by the SEND governors
- School self-evaluation
- Monitoring the quality of Pupil Passports and review meetings
- The School Improvement Plan

Funding

Lymm High School, as part of normal budget planning, has a strategic approach to using resources to support the progress of pupils with SEND. Amongst other things resources are used to:

- Employ teaching assistants
- Create smaller groups for students with low prior attainment.
- Run interventions to meet the needs of students across the four main areas of need.
- Buy additional 'traded' time with external professionals
- Support the delivery of small intervention groups taught by the Maths and English departments.
- Buy specialist equipment, intervention programmes and IT resources
- Purchase curriculum materials and train staff
- Purchase appropriate resources to meet the needs of SEND students for departments and the library.

Specialisms and special facilities

Students' specific needs are discussed with parents/guardians when admission to school is requested. The previous school and support agencies are contacted should this be appropriate. All staff have responsibility for teaching students with learning difficulties/disabilities and should any specialist advice be required; this will be arranged.

The school is fully accessible to wheelchair users. Suitable toilet facilities are available. Where a student has a disability, the SENDCo and class teachers make sure that all adults are informed about effective management strategies and that other students are made aware as appropriate. Advice is sought from outside agencies on how best to provide for the student's needs and this advice is accessible to the adults working with the child through the pupil profiles. Arrangements are made to allow as much independence as possible, but with support available as and when necessary (see Health and Safety Policy, Equality Policy and Accessibility Plan).

The SENDCo and Governors with responsibility for Special Needs liaise regularly to discuss provision within the school for all students with SEND.

Working with external partners

The school collaborates with and supports the Local Authority in promotion of the Local Offer, as well as a wide range of external support services and agencies. All information offered by the Local Authority is available via their website, 'Ask Ollie'.

The school also works with Early Help and Social Care Services, as well as the Warrington Special Educational Needs and Disabilities Information Advisory Service (SENDIAS) to ensure appropriate support is provided to all pupils with SEND.

Further details of the arrangements for working with external agencies and services is outlined on the school website, and in the School's SEND Information Report.

Supporting transition

Admissions arrangements

Lymm High School strives to be a fully inclusive school. All pupils are welcome, including those with special educational needs, in accordance with the Admissions Policy. According to the Education Act 1996, (Section 316), the school will admit a child with a Statement or Education, Health and Care Plan subject to the wishes of their parent unless this is incompatible with the efficient education of other students, and there are no reasonable steps that can be taken to prevent the incompatibility.

EHC Plans will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for, and where necessary, commissioning of support and provision at the new phase of year group.

Information about the school's arrangements for supporting pupils with special educational needs in a transfer between phases of education is outlined in the school's SEND Information Report and on the school website.

Pupils with medical conditions

Where students with SEND also have medical needs, their provision is planned and delivered in a co-ordinated way with the healthcare plan. Lymm High School has regard for the statutory guidance supporting pupils at school with medical conditions (DfE, 2014). See the Supporting Pupils with Medical Conditions Policy.

Safeguarding

The school recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including, but not limited to, peer-on-peer abuse, neglect and sexual violence or harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, though are not limited to,

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

The Headteacher, Governing Body, and school staff will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes in behaviour, mood, or any injuries, and these indicators will be investigated by the Designated Safeguarding Lead and/or members of the Safeguarding Team.

Further information can be found in the school's Child Protection and Safeguarding Policy.

Staff training

Co-ordination and managing provision

The Headteacher, SENDCo and in turn, other members of the Senior Leadership Team, meet frequently to discuss SEND issues.

The SENDCo meets with class teachers to give support and advice. SEND policy and provision are discussed regularly at both staff and departmental meetings in order to raise the achievement of students with SEND. Special needs provision is an integral part of the School Development Plan.

The SENDCo meets regularly with the Teaching Assistants to review progress and give advice, and monitors the placement of TA support throughout the school. This is dependent on Special Needs requirements and this placement may change as the needs of the students change. There is opportunity for informal daily contact between staff to discuss concerns.

Throughout the year, all staff receive regular updates and information related to managing the needs of pupils with SEND, including updates on referrals, copies of reports, confirmations of diagnosis, as well as suggested strategies to adapt work.

Parents/guardians are kept informed by teachers and are encouraged to be involved in the support of their child whenever possible. The SENDCo also liaises with parents and pupils with Education, Health and Care Plans via an Annual review meeting. Please refer to the Child Protection and Safeguarding Policy.

Staff development

The school is committed to gaining further expertise regarding SEND.

The induction procedures for Early Career Teachers (ECTs) and new staff include an introduction to SEN procedures and systems. All new staff meet with the SENDCo.

Staff training days provide teaching staff with an opportunity to reflect on their own practice and to engage in the latest educational research to support high-quality teaching and learning. Faculty

meeting time is used to provide teaching staff with the opportunity to share and discuss strategies to support high quality teaching.

Specialist training among the staff
Staff training is undertaken in various aspects of SEND according to the needs of the students to ensure that the provision made and support given to pupils is appropriate and effective. The training needs of the staff including TAs are reviewed as part of the CPD process in school.

Further information on the training provided to staff for supporting pupils with SEND, is outlined in the school's SEND Information Report.

SEN information report

The school publishes a SEN Information Report on its website, which sets out how this policy is implemented in school.

The information report will be updated annually and as soon as possible after changes to the information it contains.

Complaints procedures

In the first instance, if a parent or carer is concerned about SEND provision for their child, and it concerns an individual subject, it is advisable to contact the relevant subject teacher, who may be best placed to discuss an individual concern. All staff contact details can be found on the school website or can be contacted via the main school reception by telephoning 01925 755 458. If the concern involves more than one subject area, or a more general concern about SEND support, parent/carers are encouraged to contact the SENDCo, Assistant SENDCo, or any other member of the SEND and/or pastoral teams. All staff can be easily contacted by emailing send@lymmhigh.org.uk or contacting the main school reception.

A meeting, zoom meeting or phone call may be arranged, depending on the individual circumstances, to discuss the concern. Parents may also request an appointment with the Headteacher directly.

The Special Educational Needs and/or Disabilities Advisory Service (SENDIAS) is available to support parents in meetings concerning their child's progress and welfare: Mr Ian MacDonald 01925 442978 email: imacdonald@warrington.gov.uk.

If you are unhappy about the support that your child receives in school for their special educational needs (SEN), you should speak to your child's teacher and/or the school's Special Educational Needs and Disability Coordinator (SENDCo) in the first instance. If you remain concerned following this, you can use the school's Complaints Procedure. This is available on the school website: Policies – Lymm High School.

Transfer arrangements
The SENDCo and staff liaise over the external transfer of pupils with SEND. Placements are considered carefully in order to meet a child's particular needs, and pupils visit their new class before transfer.

Year 6 students transferring to Lymm High School have the chance to visit the school during our transition days. For students with SEND additional visits to the school can be arranged. Representatives from Lymm High School visit to talk with the students in their primary school. The SENDCo and Year 6 teachers liaise over the transfer procedure and when transfer is local, meetings are arranged between the appropriate staff. As part of the transition, SEND information is gathered together and records transferred to the new teacher or school.

For pupils with Statements or Education, Health and Care Plans, the child's annual review should be held according to timescales outlined by the Local Authorities to ensure that time is available to make necessary transfer arrangements.

Monitoring and review
The implementation of this policy will be monitored by the SEND Link Governors. This policy will be updated in line with new initiatives together with any streamlining of school processes. This policy will be reviewed each year.

Link to local offer: https://askollie.warrington.gov.uk/localoffer/

Appendix 1

Lymm High School SEND coding system

Mission Statement

At Lymm High School, we believe that all children should be valued equally and have an entitlement to personal, social and intellectual development and must be given every opportunity to achieve their full potential in learning. Every teacher is a teacher of SEND.

SEND Coding

We have reassessed our coding system based on a student's needs. This document outlines this system and helps all stakeholders to understand the level of support that students will receive.

(I) Students with needs that require a little support such as: having coloured paper exercise books; small group sessions from Student Services; or engaging with a Literacy or Numeracy intervention. Students will be monitored to see if they can move off the Inclusion Register altogether or need to be moved to the K status.

(K) Students with significant needs that can require: measurable interventions; the involvement of outside agencies; and/or regular contact with Student Services or the Learning Development Department.

(E) Students whose needs require more support than is available through the school's special educational needs support processes and therefore have an EHC plan that identifies educational, health and social needs and sets out additional support to meet those needs.

(N) Students who have been K in the past but have now been moved off the Inclusion Register. Or, who have no identified SEND.

The relevant code is on the SIMS marksheet for every subject the individual student takes.

K students may have a Pupil Passport or relevant supporting documentation available through Class Charts with Teaching and Learning strategies for teachers to use in the classroom.

All E students have a Pupil Passport and relevant supporting documentation available through Class Charts with Teaching and Learning strategies for teachers to use in the classroom.

Students may be categorised at different codes throughout their schooling, as they may move up and down the scale depending on their changing needs. Discussions will be held with parents and updates will be shared as appropriate.