



Philips
High School

Success Together Aspire Respect

SEND Policy

Author: F Cooper
Date of Sign Off: 16.01.26
Date of Review: 16.09.2026



Part of the
Oak 
Learning Partnership

SEN POLICY

People Responsible for Managing SEND Provision

Assistant Headteacher – SENDCo and Mental Health Lead - Mrs F

Cooper - National SENCO Award, Specialist Assessor for Access Arrangements, Mental Health First Aider, Deputy Designated Safeguarding Lead

Operational SENCO - Mrs K Taylor - Base Manager, Trauma-Informed Practitioner, Mental Health First Aider, Deputy Designated Safeguarding Lead

Learning Support Manager - Mrs S Newsham -Member of staff responsible for overseeing medical needs

Contact Details:

The above staff can be contacted at:

Philips High School
Higher Lane, Whitefield
Manchester, M45 7PH
Telephone: 0161 351 2200

Inclusion Statement

Inclusion is at the heart of our Trust. Every teacher is a teacher of every pupil, including those with SEN. Our fundamental purpose is to achieve the very best outcomes for all pupils in our school and their families, particularly those with special educational needs.

Compliance

This policy complies with the statutory requirements set out in the **SEND Code of Practice (0–25, July 2014)** and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for Schools (DfE, February 2013)
- SEND Code of Practice (0–25, 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards (2012)

This policy was created by the school's Assistant Headteacher - SENCO and the Operational SENCO, the SEN Governor, SLT, governing body, staff, parents/carers, and pupils with SEND.

Contextual Information



Philips High School is a mixed community high school located within the Bury Local Authority.

- Approximately 870 pupils on roll
- Approximately 17% identified as having special educational needs
- Approximately 38% of pupils are in receipt of Pupil Premium

Definition of SEN

A child or young person has SEN if they:

- Have significantly greater difficulty in learning than the majority of others of the same age, **or**
- Have a disability that prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools or post-16 institutions, **or**
- Require special educational provision that is different from or additional to that normally available to pupils of the same age

These needs fall under one or more of the following areas defined in the SEND Code of Practice:

- Communication and Interaction (CI)
- Cognition and Learning (CAL)
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical (PD/PS)

Aims

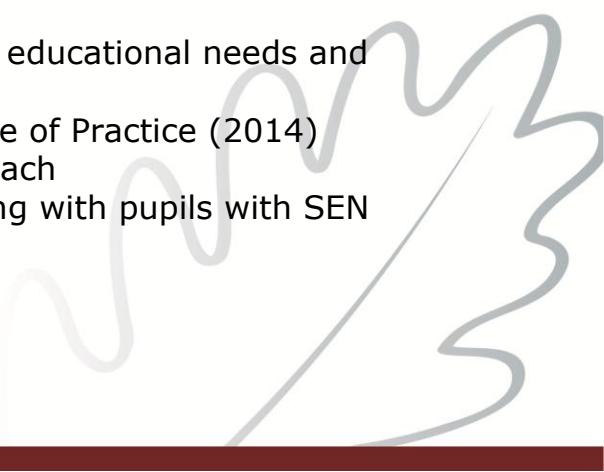
Inclusion is central to our ethos at Philips High School. Our aim is for all pupils, including those with SEND, to achieve their very best outcomes.

We encourage our pupils to be **STARs**:
Success, Together, Aspirations, Respect

We work in partnership with parents/carers through co-production to achieve the best possible outcomes. We actively involve pupils in their own education and provide a high-quality curriculum for all learners. All staff have high expectations, particularly for pupils with SEND, and we aim to develop independence, so pupils are well prepared for the future.

Objectives

- To identify and provide for pupils with special educational needs and additional needs
- To work within the guidance of the SEND Code of Practice (2014)
- To operate a whole-pupil, whole-school approach
- To provide support and advice for staff working with pupils with SEN



- To support and advise parents/carers and pupils through co-production
- To provide a high-quality curriculum for all pupils

Identifying Special Educational Needs

Early identification is essential, and assessment is viewed as a continuous process. Identification focuses on determining appropriate action rather than placing pupils into categories.

On transition from primary school, information is gathered from parents/carers, Year 6 teachers, professionals, and assessment data. Initial testing is completed within the first few weeks of entry. Late entrants are tested promptly.

Baseline assessments include:

- Reading and spelling tests
- Numeracy baseline tests
- Reading age tests

Screening assessments may include:

- Dyslexia and dyscalculia screening
- Irlen screening
- Social Communication Assessment Tool
- Strengths and Difficulties Questionnaires
- SNAP-IV
- Sensory assessment tools

Observations by staff, parental input, pupil voice, and reports from professionals (including Educational Psychologists and health professionals) all inform identification.

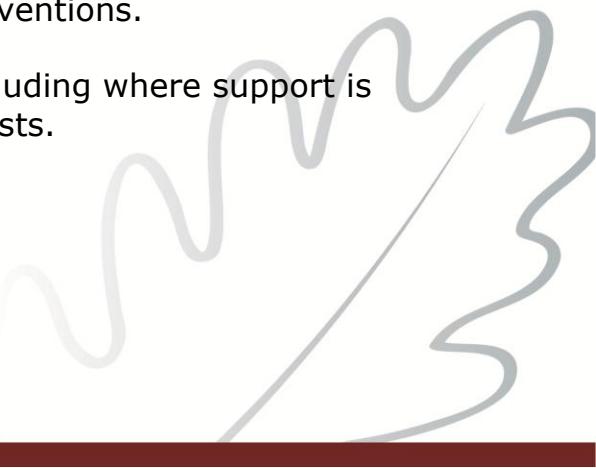
We recognise that factors such as attendance, EAL, health, Pupil Premium, or looked-after status may impact progress but do not necessarily indicate SEN.

Graduated Approach to SEN Support

The school follows a graduated approach aligned with Ordinarily Available Inclusive Provision.

A pupil is identified as having SEN if they fail to make adequate progress despite high-quality personalised teaching and interventions.

Teachers remain accountable for pupil progress, including where support is delivered by Inclusion Support Assistants or specialists.



Once identified, pupils are placed on the SEN register under **K – School Support**, and an intervention plan using **Assess–Plan–Do–Review** is implemented.

Assess–Plan–Do–Review

- **Assess:** Gather assessment data and views from parents and pupils
- **Plan:** Agree targets, provision, responsibilities, and success criteria
- **Do:** Deliver planned interventions
- **Review:** Evaluate impact and amend provision

Managing Pupils on the SEN Register

- One intervention plan per pupil
- Reviewed at least termly
- Parent/carer and pupil views included
- Progress evidenced through data and staff monitoring

Pupils may be removed from the SEN register where sustained progress is evident. Some pupils may continue to receive monitoring without requiring additional provision.

Education, Health and Care Plans (EHCPs)

EHCP targets are followed and reviewed annually using a person-centred approach. Following reviews, documentation is submitted to the Local Authority for updates where required.

Supporting Pupils and Families

The school values co-production with families and works with external agencies when necessary. Support is provided during transitions, including primary to secondary and post-16 pathways.

Parents/carers are encouraged to contact the Learning Support Department with any concerns.

Supporting Pupils with Medical Conditions

The school complies with the Equality Act 2010 and statutory medical guidance. Individual care plans are developed and reviewed, and reasonable adjustments are made for trips and activities. A PEEP is in place for pupils who require it.

Monitoring and Evaluation

SEND provision is monitored using:



- Progress data
- Behaviour and exclusion data
- Attendance and punctuality

Parent and pupil feedback informs ongoing improvement.

Training

SEND training forms part of the school's CPD programme. Staff receive safeguarding, medical, first aid, and moving and handling training as required.

Roles and Responsibilities

SEN Governor: Ms K Dawson

Provides oversight and strategic support.

SENDCO: Mrs F Cooper

Operational SENCO: Mrs K Taylor

Responsible for strategic development, coordination of provision, staff support, record keeping, and liaison with families and professionals.

Storing and Managing Information

SEND records are securely stored in line with GDPR. Relevant information is shared with staff via Arbor. Records are transferred with parental consent.

Reviewing the Policy

This policy is reviewed annually in consultation with staff, parents/carers, pupils, and governors.

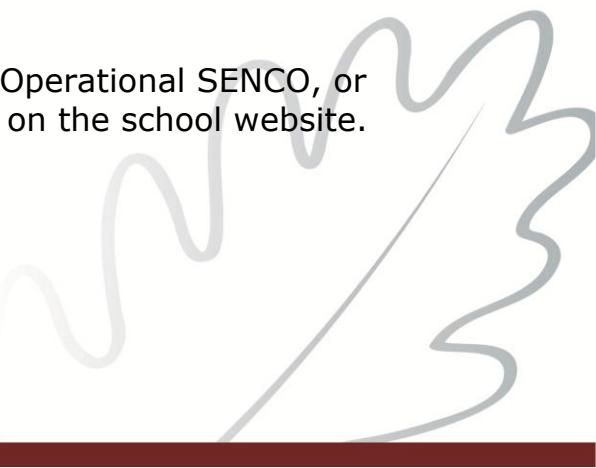
Accessibility

The school has an Accessibility Plan reviewed every three years. Facilities, curriculum adaptations, exam access arrangements, and EAL support are provided as required.

Provision Pupils with SEN are fully included in all aspects of school life. Support may include targeted interventions, adult support, adapted activities, and reasonable adjustments.

Complaints and Bullying

Concerns should initially be raised with the SENCO, Operational SENCO, or Head of Year. The complaints procedure is available on the school website.



The school has a robust anti-bullying approach, with incidents recorded, reviewed, and addressed promptly.

Appendices

- LA Guide to the EHCP Assessment Process
- LA Thresholds and Guidance for SEND Support

Glossary

OAIP – Ordinarily Available Inclusive Provision

EHCP – Education, Health and Care Plan

IP – Intervention Plan

APDR – Assess, Plan, Do, Review

SEND – Special Educational Needs and Disability

SENCO – Special Educational Needs Coordinator

CI – Communication and Interaction

CAL – Cognition and Learning

SEMH – Social, Emotional and Mental Health

PS – Physical or Sensory

SPLD – Specific Learning Difficulties

CAMHS – Child and Adolescent Mental Health Services

ISA – Inclusion Support Assistant

LSA – Learning Support Assistant

HLTA – Higher Level Teaching Assistant

