MOSAIC
LEARNING TRUST
Raising Aspirations,
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SEND POLICY 2026-2027

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May 2025	Spelling/grammar corrections and minor changes made to update what is available to students
June 2026	Added detail for attendance around SEND students. Add a section around moving to Adulthood. Transitions.

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1. Introduction

The SEND Policy takes careful account of:

- Part 3 of the Children's and Families Act 2014
- The Code of Practice 2015
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations
- The policy of the Local Authority and the aims of the school as outlined in school documentation
- DfE Mental Health and Behaviour in School
- Keeping Children Safe in Education

All students have skills, talents and abilities and as a school we have a responsibility to develop these to the full. We believe that:

> All students are entitled to a relevant and worthwhile education designed to enable individuals to participate fully in society and to contribute to and benefit from it.
>
> Students who have special educational needs should be supported wherever necessary to achieve full access to the whole school curriculum. This will need to be facilitated through a range of strategies including but not limited to; access to a range of technologies, skilled staff, specialist equipment, intervention and resources.
>
> Students and parents should be involved in decision making at individual and strategic levels. Joint planning and commissioning of services should maximise opportunities and support that enables those students with SEND to succeed in their education and make a smooth transition to further education and adulthood.

Standish Community High School (SCHS) will ensure that all students with SEND will get the support they need to become confident in society. We will ensure the students with SEND engage in all activities in mainstream school alongside students who do not have SEND.

The school's student services arrangements include a SENDCo, Assistant SENDCo, HLSAs, LSAs and external agencies who all promote the inclusion of vulnerable students in the life of Standish Community High School.

The school recognises that attendance difficulties may be linked to underlying SEND needs and will work collaboratively with families and external agencies to identify and remove barriers to attendance.

Every teacher is responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The school recognises the importance of providing effective learning opportunities by enabling all students to access a broad, balanced and personalised curriculum. With regard to these beliefs, the provision of the school endeavours to achieve.

1.1. What do we want to achieve? For all SEND students –

- a school where the learner is central to all that happens
- a school where everyone feels safe and valued
- a school that acknowledges individual unique needs
- a school that expects the best
- a school where differences are recognised and celebrated
- a school that responds to an ever-changing society

- every teacher is a teacher of every child

1.2. How will we get there?

- by valuing everyone equally
- by fostering good relationships within the school and within the wider community
- by breaking down barriers to learning for all
- by planning for success of all
- by showing respect and tolerance to all and for all
- by maximising the potential of all
- developing systems for good communication for both staff and parents

1.3. What must we do to be the best?

- provide high quality, inclusive and responsive teaching and learning
- continually develop the staff
- provide an excellent learning environment
- offer support and guidance
- embrace challenge and make the most of opportunities
- nurture talent and ability
- engage parents / carers in the life of the school
- allow our students to have a voice

2. Definition of SEND

SEND (Special Educational Needs and Disabilities) means a student has a learning difficulty or disability that requires special educational provision which is additional to, or otherwise different from, the educational provision made generally for students.

Students have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of students of the same age. N.B. English as an Additional Language (EAL) students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught

- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for students of the same age in mainstream schools or mainstream Post 16 destinations

3. The Management of SEND

The Special Educational Needs Coordinator (SENDCO) must be a qualified teacher and hold or be working towards the National Award for SEND Coordination in accordance with current statutory requirements. They have the responsibility for the strategic vision for SEND provision and students. The Assistant SENDCo and Higher-Level Support Assistants (HLSAs) are responsible for the day-to-day operation with SEND students.

The SENDCO will:

a) Oversee the day-to-day operation of the SEND policy.
b) Monitor, track and review progress of all SEND students.
c) Quality assures the work of the Learning Support Assistants (LSAs) to ensure impact and progress are made for SEND students.
d) Monitor attendance of SEND groups to ensure individual targets are met.
e) Manage the budget for the SEND department.
f) Ensure effective resources are provided for the SEND department.

g) Have an overview of the funding for SEND students to ensure it is utilised to benefit this group of students.
h) Ensure exam access arrangements (EAA) are in place for SEND students, (see EAA Policy.)
i) Oversee the role and practice of the "children who are looked after or in care" (CLA) coordinator to ensure CLA students are making progress in the school.
j) Oversee the completion of Annual Reviews of all students with Education, Health Care Plans (EHCP) to meet Local Authority (LA) requirements.
k) Advise staff on a graduated approach to providing SEND support.
l) Liaison with parents of students with SEND.
m) Work with the Headteacher and Governors to ensure the school meets its responsibilities under the SEND reform.
n) Maintain the school's profile of additional support needs and all the required documentation.
o) Maintain records on students who have SEND and disabilities and ensure their progress is regularly monitored and reviewed.
p) Link with Deputy Headteacher to coordinate provision and caseloads amongst the pastoral and LSA team.
q) Liaise with teachers, parents and external agencies.
r) Liaise with class teachers/subject departments/teachers to ensure the needs of students with special educational needs are met throughout all the subjects of the curriculum.
s) Update and publish information through the school website around the policy for students with SEND.

The Assistant SENDCo and Higher Learning Support Assistant (HLSA) will:

a) Oversee the running of the intervention for students with special educational needs and disabilities including small group and individual support.
b) Analyse data and review provision for students with SEND alongside the SENDCO.
c) Measure impact of interventions and review future need of individuals.
d) Support the work of the school's LSAs (SEND support teachers).
e) Support the SENDCO in maintaining records on students who have SEND and disabilities and ensure their progress is regularly monitored and reviewed.
f) Liaise with teachers, parents and external agencies.
g) Support annual reviews for students with EHCPs.
h) Organise meetings as appropriate with LSAs at regular intervals in respect of special needs issues.
i) Regularly review and monitor SEND provision within the school alongside the SENDCO.
j) Take part in formal meetings with external agencies regarding individual students to be assessed.
k) Liaise with class teachers/subject departments/teachers to ensure the needs of SEND students are met throughout all the subjects of the curriculum.
l) Represent SCHS and be the link for students with EAL.
m) Support transition at Key Stage KS2 and KS4 (or at any other transition points for students).
n) Support and quality assure the work of the LSAs.
o) Deliver personalised programmes to students with SEND.
p) Coordinate informal coffee mornings for parents to discuss provision for SEND students.
q) Coordinate regular meetings with SEND students to review their educational provision.

The Learning Support Assistant (LSA) will:

All LSAs will contribute and support attainment and progress across the school either through 'in class' support, learning activities or intervention programmes.

a) Have respectful, trusting relationships with students, acting as a role model and setting high expectations.
b) Promote inclusion and acceptance of all students and encourage students to interact and to work cooperatively with others and to engage in all activities and tasks set.

c) Support students' personal programmes relating to social, health, physical, hygiene and welfare matters.
d) Promote and develop self-esteem and encourage and guide students to act independently as appropriate.
e) Adjust activities according to student responses and needs.
f) Support the effective use of Information and Communication Technology (ICT) in learning activities and develop student's confidence and independence in its use.
g) Support the implementation of Individual Education Plans, Positive Handling Plans and Behaviour Support Plans.
h) Gather and report information from/to parents/carers as directed.
i) Liaise with the teaching staff around student problems/progress/achievements.
j) Collaboratively plan lessons alongside teaching staffs.
k) Prepare and maintain resources to assist SEND students.
l) Deliver specific interventions using the "assess/plan/do/review" cycle.
m) Provide feedback to students on their progress and achievement under the guidance of the teacher and in line with school policy.
n) Engage in the school's professional development programme to enrich the provision offered to students with SEND.
o) Ensure appropriate Assessment for Learning strategies are in place so that the student is able to effectively respond to feedback.
p) Develop an understanding of the students' unique learning styles, strengths and needs.
q) Fulfil the role of the keyworker.

4. Admission Arrangements

The school adheres to the admission policy of the Local Authority and will not discriminate any student with SEND under the admission policy. It does, however, endeavour to provide appropriate support for students with a range of special educational needs.

5. SEND Specialisms

The school provides provision for students who experience difficulties in:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Need

6. Access for the Disabled

Whilst the school is a mainstream comprehensive school, the facilities are barrier free, so it has access for disabled students, e.g. lifts, ramps and toilet facilities. It has a fully equipped wet room where shower facilities are provided. The needs of the student will be considered when creating timetable arrangements in order to ensure full access to the curriculum is available. The school will make reasonable adjustments in accordance with the Equality Act 2010 and implement the school's Accessibility Plan to ensure disabled pupils are not placed at a substantial disadvantage.

7. Special Educational Needs Budget Allocation and Analysis in Relation to the Delivery of SEND Support

With regard to the annual allocated budget as set out in LA documentation and in line with the aims and beliefs of this policy document, the following information outlines the basis on which the school plans for the delivery of SEND support.

8. Allocation of Resources to Students with SEND and Outcomes of the Educational Health Care Plan

Each child with an EHCP may access LSA support, which is allocated on a needs led basis. Funding is used to give greatest support to the greatest number and often goes beyond direct curricular and lesson support. This is constantly reviewed for its effectiveness, and adjustments made to the LSA team, supporting any student in need. This is facilitated through an "assess, plan, do, review" process and analysis of need with best value.

9. Analysis of Best Value

The Senior leadership team use both quantitative and qualitative analysis in the evaluation of SEND provision. The following criteria are used to establish best value:

- Analysis of the varying degrees of progress according to staff records, of students on the SEND Profile of Additional Needs (Register)
- Analysis of annual reading, spelling and diagnostic assessments demonstrate an individual's progress
- Comparative data from standardised tests National Foundation for Educational Research (NFER) Cognitive Ability Tests (CATs) are used as guidelines for assessing the student's ability in working to their full potential
- Using KS2 data as a benchmark to measure progress
- By lesson observation feedback to assess suitability of curriculum materials, delivery and use of support allocated for SEND students
- Assessments from external agencies/TESS and Educational Psychology, Speech and Language, occupational therapists, paediatricians, etc.
- SISRA data analysis package
- Student voice*
- Parent voice

*Student Voice

At Standish Community High School, we recognise that students are experts in their own experiences and that their views, wishes and aspirations are fundamental to effective SEND provision. We are committed to ensuring that all students with SEND have meaningful opportunities to express their opinions and contribute to decisions about their education and support.

The school will:

- Ensure that students with SEND are listened to and involved in decisions about their learning and support.
- Encourage students to participate in setting personal targets and reviewing their progress.
- Gather student views through person-centred reviews, annual reviews, pastoral meetings, surveys, questionnaires and informal discussions.
- Support students to understand their strengths, needs and strategies that help them to be successful learners.
- Enable students to share their aspirations for the future and contribute to preparation for adulthood planning.
- Ensure that communication methods are adapted where necessary so that all students can express their views effectively.
- Encourage students to contribute to wider school development through student leadership opportunities, student councils and feedback activities.
- Take account of student feedback when reviewing SEND provision and developing inclusive practice across the school.

For students with an Education, Health and Care Plan (EHCP), their views, wishes and aspirations will form an integral part of annual review meetings and the planning of outcomes and support. The school will work

to ensure that students are prepared and supported to participate in these discussions in a way that is meaningful and appropriate to their age and stage of development.

10.Future Planning

Future planning on SEND takes place in accordance with:

- Ongoing evaluation of best value
- Annual SEND budget allowances and need
- Ongoing LA and government directives
- Outcomes of Education and Health Care Plans

11.Identification, Assessment, Record-Keeping and Review

11.1. Identification

The identification would be with regard to the information as outlined in the Code of Practice 2015 where students are making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the student's previous rate of progress over a period of time (Review after each data collection period)
- Fails to close the attainment gap between themselves and their peers
- Widens the attainment gap significantly
- Shows signs of significant difficulty in developing literacy or mathematics skills which result in low attainment and minimal progress in most curriculum areas
- Presents persistent social, emotional or mental health concerns which are not supported by the behaviour management techniques usually employed in the school
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of responsive teaching.

The first response to such progress should be 'High Quality, inclusive teaching' from all staff targeted at the area of weakness. Where progress over time continues to be less than expected, the class teacher, working with the SENDCO should gather further information in respect of identifying the student's special educational needs via:

- Liaison with teachers
- Liaison with feeder school(s) where applicable
- Liaison with parents by school parents' meetings and individual contact: School-parent/parent-school
- Liaison with external agencies where students may have been known to their service

11.2. Assessment of Need

11.2.1. Information from feeder schools initially

11.2.2. Whole-school screen assessments NFER Reading Test, CATS, EXACT, SEND screening assessments, Independent Dyslexia Learning (IDL) Programme, Boxall profile, maths recovery

11.2.3. Diagnostic assessment of individuals highlighted from the above areas

11.2.4. Class teacher/subject area comments and analysis of progress registered through:

- Class teacher/departmental targets
- Class teacher/departmental ongoing marking/assessment
- Student's reviews
- Student's reports

11.2.5. Students referred by class/subject teachers as giving "cause for concern" and therefore meriting assessment and possible inclusion on the Profile of Additional Support Needs

11.2.6. External agency input and information

11.2.7. Parental requests
11.2.8. Student requests

11.3. Process for Action, Record-Keeping and Review <u>Plan</u>:

11.3.1. Upon referral to the SENDCO, a consultation and assessment of the student is undertaken to identify the nature of the need and the severity.

11.3.2. Appropriate information is gathered from staff teaching the student, the form tutor and any other teacher who is deemed to have a valuable input.

11.3.3. Discussion takes place with parents to gather appropriate/relevant information on the student and to discuss the support to be put in place, expected impact on progress and a date of review.

<u>Do</u>:

11.3.4. Individual Education Plan (IEP) / Provision Map:
From the collated information, the SENDCO discusses the student's needs with the student and parents and, where appropriate, upon agreement, creates an IEP and distributes this to the staff/parents on request. The support to be provided for the child will be indicated on the IEP. (**Where there is deemed to be no additional need, the child will continue to be monitored by the class/subject teacher/pastoral leader).**

The class/subject teacher will remain responsible for the student on a daily basis. Where the interventions involve group or one to one teaching away from the main subject teacher, they should still retain the responsibility for the student. Subject staff should liaise closely with the LSA or specialist teacher to plan and assess the impact of the intervention and how they can be linked back to the subject.

11.4. Review:

11.4.1. Review/evaluation of support:
The SENDCO/Assistant SENDCO/HLSAs/LSAs collect information from student's reports, students, parents and staff. The information is collated, discussed with the student and parents and either an IEP is formulated or additional provision is advised directly to relevant Teaching Staff (or it is agreed to remove the student from the Profile of Additional Support Needs).

11.4.2. Assistant SENDCo/HLSAs/LSAs update the IEP:
- Reverts to 5 above as part of a continuous cycle or
- Proceeds to 7 and asks for advice from external agencies.

11.4.3. Advice in school:
School asks for advice from external agencies in respect of the nature of the special educational need or disability and appropriate resourcing/possible action to be taken. Revert to 5 using information gathered in continuation of process. Parents informed about the impact of the support and interventions provided.

12.Requesting an Education, Health and Care (EHC) Assessment.

"The purpose of an EHC plan is to make special educational provision to meet the needs of the child or young person, to secure improved outcomes for them across education, health and social care and as they get older, prepare them for adulthood." (Code of Practice. 2015. Chapter 9/9.2)

12.1. Identification

As outlined in the Code of Practice, SEND support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of the SEND student, the student has not made expected progress the school or parents can consider requesting an Education, Health and Care Assessment. '

The school will provide evidence from:

- The school's action taken as part of SEND targeted support. Despite relevant and purposeful action, the child is not making expected progress and may require provision beyond that normally available through SEND Support.
- Individual education plans for the students
- Records of regular reviews and their outcomes
- The student's health including the child's medical history where relevant
- Subject assessment levels
- Attainment in English and Mathematics
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parents of the child
- Involvement of other professionals
- Any involvement by social services or healthcare services

An EHCP assessment does not always lead to the EHCP being introduced. The LA must make a decision on the outcome within 20 weeks, and they must communicate this decision to school, parents and student.

Local authorities must provide all parents, children and young people with impartial information, advice and support in relation to SEND to enable them to take part in the assessment and planning process. This will include the assessment process, EHC plans and personal budgets. Local Authorities are responsible for ensuring there is effective co-ordination of the assessment and development process for an EHC plan. The assessment and development of the plan, in conjunction with services, students and parents, should take no longer than 20 weeks to be assessed and decided upon.

12.2. Process for Action, Record-Keeping and Review around an EHCP Plan

12.2.1. On receipt of an EHCP from the local authority, the student's provision and support will be maintained providing the student remains in education. The SENDCO/Assistant SENDCO/HLSA will formulate an action plan of support/provision based on outcomes and how best to support these outcomes. This consultation process MUST continually involve students, parents and other external agencies.

12.2.2. Individual Education Plan (IEP):
From collated information and advice from external agencies, the SENDCO/Assistant SENDCO/HLSA assesses the student's needs with the student and parent and issues an IEP to staff and parents on request. The support to be provided is indicated highlighting additional need and suggested strategies, intervention and resources. (Where the LA does not issue an EHCP, the child reverts to school support.)

Do:

12.2.3. The student will operate in mainstream lessons and dependent on outcomes from the plan, small group or 1 to 1 intervention may be arranged. All agreed provision will be monitored to ensure impact is made on the additional need of the student.

12.2.4. All information and updates will be shared with the school's staff body.

12.2.5. The student would be added, if not already included, to the profile of additional needs (SEND register)

12.2.6. A formal annual review meeting will take place involving any services who support the plan, parents and student.

12.2.7. Informal links with external agencies, parents and student will be available when necessary.

12.3. Review

This stage will gather and assess the information to review the provision of the student in making progress towards outcomes. It will consider the appropriateness of the plan in light of the previous year.

12.3.1. Interim Reviews: SENDCO/Assistant SENDCO/HLSA/Key worker collects information from student's reports and requests staff comments, collates the information, discusses with the student and parents. Either:

- An updated IEP/Provision map formulated to continue to next review or
- Formal review initiated early.

12.3.2. Formal Review:

SENDCO/Assistant SENDCO/HLSA collects information from staff, parents, student, outside agencies and collates the information prior to the annual review. At the annual review, progress is discussed and either:

- Maintain the plan and revert to a continuation of process within school setting
- Request an amendment to the plan to meet the needs of the student.
- Request ceasing the Education Health Care Plan and revert back to School assessment and provision.

13. Access to the Curriculum

To accommodate SEND students, the school will link with a team of specialist support staff whose deployment is reviewed according to student need.

- Staff provide support enabling appropriate access to the curriculum via in-class, small group and, in some cases, individual support
- The team specialises in removing barriers including social and emotional development of the student
- High-quality teaching designed to meet the needs of every child
- Personalised timetables to accommodate specific needs (this may include some withdrawal from subjects)
- Specialist equipment
- Personalised curriculums and/or pathways

The school aims to include all SEND students into all the activities of the school as far as it is appropriate. However, in the best interests of the student, there may be occasions or periods of time when the best solution is withdrawal for special intensive programmes to be taught.

Parents and students will always be involved in discussion when these situations arise and the student welfare will be the major factor considered when decisions are taken.

14. Evaluating Success

14.1. SEND Records

The school SEND records will collate and record the school's responses at all stages and information collected at review meetings will be included. An appropriate combination of the following information regarding individual students will be available in school for scrutiny at any time:

- Profile of Additional Needs- linked to the individual student.
- Description and nature of student's difficulty
- Strategies to be adopted
- Individual Education Plans/Costed Provision Maps
- Reviews and meetings where applicable
- Reports from outside agencies where applicable

These will be monitored and will generate actions for further improvement. These actions will themselves be evaluated for overall success and value.

14.2. Monitoring of Provision

The following information is available within school in respect of the effectiveness of the support available for students with identified special educational needs and disabilities. It is gleaned from monitoring and evaluation via observations of:

- Whole class/group teaching
- Small group/individual teaching
- In-class support
- Use of responsive teaching/resources/specialist equipment
- Practical use of IEPs
- Target setting
- Student's progress
- Staff Continuing Professional Development (CPD) log

The monitoring of this provision will lead to review and adjustment of additional support.

The SENDCO will contribute an overview of the progress of students with SEND, and the work of the Student Services team to the Senior Leadership group in line with the assessment stages.

14.3. Value Added

The notion of 'value added' is an important one to Standish Community High School and is monitored by student achievements in relation to assessments and results in the following ways:

- Progress against KS2 data, CAT reports, reading ages, teacher assessments, grade trawls
- Examinations/tests, both school based and external
- Extracurricular activities
- College enrolment and the destinations at the end of the student's school career

This information provides a valuable insight into the progress of students with special educational needs and disabilities.

15.The Role of the Governors

The governing body will ensure that the school publishes and annually reviews:

- SEND Information Report
- SEND Policy
- Accessibility Plan

16.Parent Partnership

16.1. Contact with Parents

Parents are viewed as partners in their child's education and are kept informed about this. They will be contacted should there be any change in their child's progress, behaviour or educational provision within school. The process for contact with parents in respect of students who have special educational needs will be:

- The SENDCO, Assistant SENDCO, HLSAs or LSAs team will inform parents if their child has been identified with additional needs requiring modification of mainstream lessons.
- Part of the cycle of reviews to take place at scheduled parents' evenings
- SENDCO, Assistant SENDCO or HLSA and Student Services Team initiate additional meetings/reviews to take place where appropriate, or where there may be a concern over the student's progress

- SENDCO, Assistant SENDCO, HLSA to meet with parents where a request for an EHCP assessment is to be made.
- In addition to the reviews/parents' evenings, those parents who have a child with an Education, Health and Care Plan will be invited to attend an annual review meeting.

Further to this, the school operates an open-school coffee morning where parents are invited to attend for informal discussions or an organised meeting on a flexible basis. They can, at any time, request access to the records relating to their own child and any school documentation they may feel appropriate. Although, a timeline of preparation will need to be communicated.

16.2. Queries And Complaints

Parents and partners along with the school are welcome to query decisions made by the school through the school's designated channels as laid down in the Trust's Concerns and Complaints Procedure. In essence, this is that:

- In the first place a query/complaint should be directed to the SENDCO in writing. This will be dealt with promptly and the parent/carer informed of the outcome.
- Should this fail to resolve the matter, a complaint in writing should be made to the Headteacher.
- A right of appeal to Governors exists should the matter still remain unresolved.
- If on pursuing complaints the parents are not wholly satisfied with the response of the school, they may wish to seek further advice/assistance from the LA. If at this point, they do not agree with the schools and LA's decision, they have a right to appeal to the authority's SEND Tribunal.

17.In-Service Training

In-service training is available in respect of SEND for whole school, departmental or individual members of staff. The provision of training will be allocated where there is deemed to be a recognised need and will be in accordance with the school's Continued Professional Developmental Policy and School Development Plan. It will be delivered by one of the following:

- SENDCO/ Assistant SENDCO /HLSA/LSA
- Senior Leadership Team
- Individual members of staff within the school who have a designated specialism
- LA support services
- External consultants/trainers
- TESS team
- Educational Psychologist
- Other relevant agencies

18.External Agencies/Facilities and Support Services

The school works closely with other agencies to focus on the identification and provision for those students who have a special educational need. All services involved with the school are regarded as being part of a working partnership whose aim is to provide, as highlighted in the Code of Practice, an integrated, high quality, holistic support which focuses on the needs of the child. The following services/agencies are available to/involved with the school:

- Educational Psychology
- School/student support
- SSET Support Services
- ETMAS Services
- The Mind Healer
- Emotional and social support
- Occupational Therapy services

- Social Services
- Health Services
- Speech and Language Therapist
- Child and Adolescent Mental Health Services (CAMHS)
- MHST Team
- Embrace
- Targeted Education Support Service
- Voluntary organisations
- KS5 providers

19.Links With Other Schools/Transition

Our partner Primary Schools are a supportive and welcome contact. Liaison takes place via the Assistant Headteachers, Transition Mentor and the SENDCO/ Assistant SENDCO /HLSAs. An extended induction programme for Year 6 students coming to Standish Community High School operates in order to establish a welcoming environment.

Links with Special School(s) are established as part of the school's drive towards an inclusive society. This involves:

- Shared teaching and learning experiences
- Outreach advice and support
- Shared staff expertise

19.1. Preparation for Adulthood

At Standish Community High School, we are committed to ensuring that all students with SEND are well prepared for adulthood and are supported to achieve positive outcomes in their future education, employment, independent living, health and participation in the community.

Preparation for adulthood begins early and becomes a central focus of transition planning from Year 9 onwards. Students are encouraged to develop aspirations, independence and the skills necessary to lead fulfilling adult lives.

The school supports students with SEND through:

Employment and Further Education

- High aspirations and ambitious outcomes for all learners.
- Careers education, information, advice and guidance (CEIAG) tailored to individual needs.
- Access to employer encounters, college visits and apprenticeship information.
- Support with post-16 applications, interviews and transition planning.

Independent Living

- Development of organisation, self-management and problem-solving skills.
- Opportunities to build confidence in travel, communication and decision-making.
- Support to develop financial awareness and everyday life skills where appropriate.

Community Participation and Inclusion

- Encouraging participation in enrichment activities, clubs, leadership opportunities and wider school life.
- Developing social skills, friendships and emotional resilience.
- Promoting inclusion within the local community and preparing students to contribute positively to society.

Health and Wellbeing

- Supporting students to understand and manage their physical and emotional wellbeing.
- Promoting healthy lifestyles and access to appropriate health services.

- Developing self-advocacy skills so that students can understand and communicate their needs effectively.

Person-Centred Planning

- Students are actively involved in setting their own outcomes and reviewing progress.
- Preparation for adulthood outcomes are discussed during annual reviews and transition meetings, particularly for students with Education, Health and Care Plans (EHCPs).
- The school works in partnership with parents, carers, external agencies, local colleges, training providers and employers to ensure successful transitions.

Transition Support

- Enhanced transition arrangements are implemented at key stages, including:
  - Primary to secondary transition.
  - KS4 to post-16 education, training or employment.
  - Transitions between educational settings where appropriate.
- Individualised support is provided according to need to ensure continuity and positive outcomes.

20.Monitoring and Review of The Policy

This Policy will be reviewed annually by the Headteacher and the SENDCo. The Headteacher will present the Policy to Governors for their renewed acceptance and maintenance.

Further information about the role of the Local Authority and the Local Offer can be found https://www.wigan.gov.uk/Resident/Education/SpecialEducational-Needsand-Disability/Local-Offer/index.aspx

School documents to consider alongside this policy:

- *SEND Provision*
- *Exam Access Arrangement Policy*

(Both documents are available on our school website under SEND Local Offer)

Signed by: _____ Headteacher

Signed by: _____ Chair of Governors