Saffron Walden
County High School

Special Educational Needs & Disability (SEND) **Policy** 2026 - 2027

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Principles and Ethos

At Saffron Walden County High School, we passionately believe that all learners have the right to a broad and balanced curriculum and a positive experience of school life, including social events and extra-curricular activities. We strive to ensure that all students are able to engage in all aspects of school life. We provide a range of support in order to facilitate this and regularly review what we do. This ensures that we provide the most accurate support in line with the needs of the young person and paying careful consideration to the young person's opinion.

Assisting students to become independent and courageous learners is a key aim. Ensuring that they leave school with the necessary skills to be independent is key to the success of our students.

We value academic, social and emotional progress in equal measure and work tirelessly to support our students achieve their personal best.

SEND Code of Practice

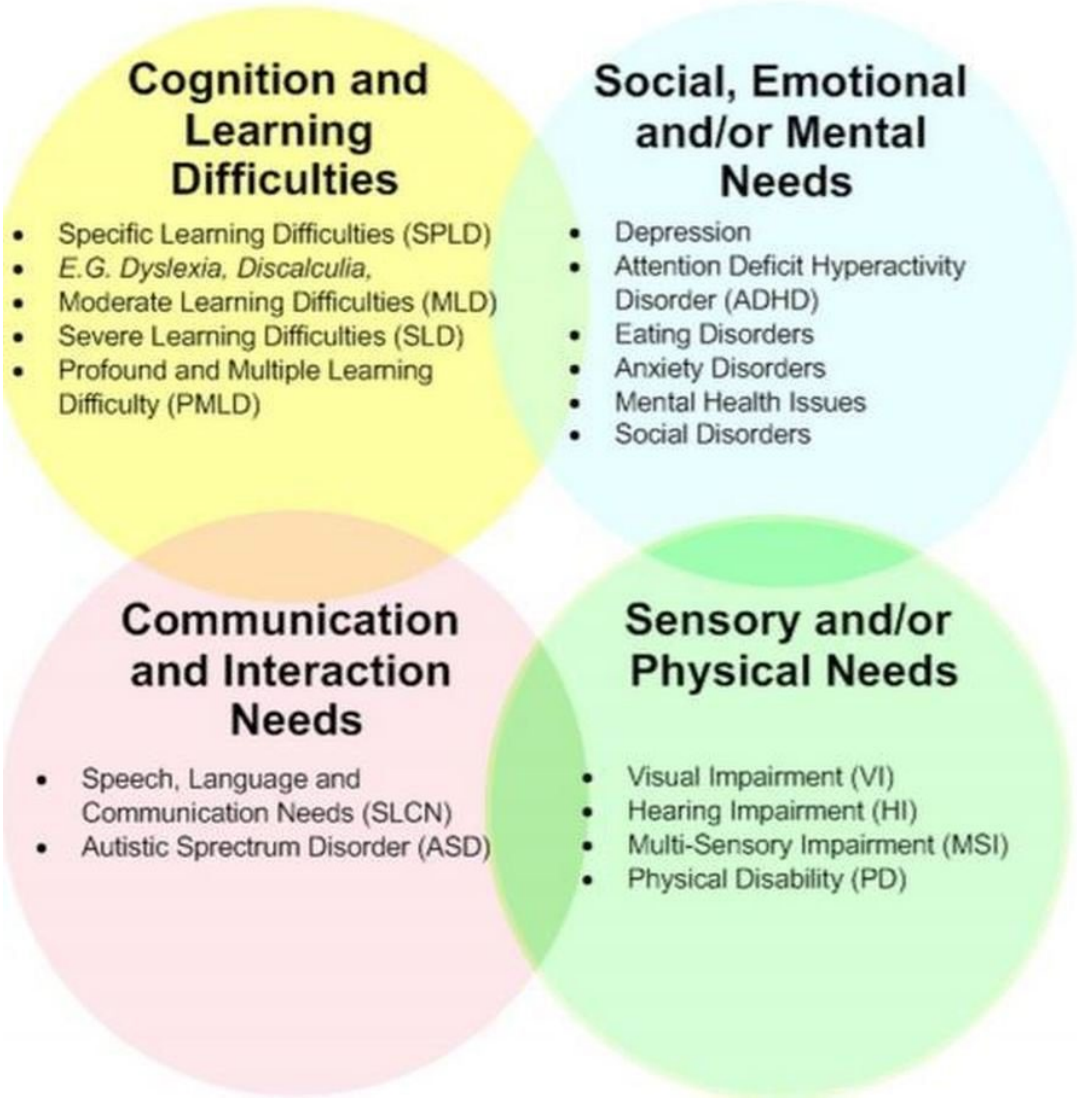
The SEND Code of Practice 2014 describes SEN as:
"xiii. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions" CoP 2014, p15 and p16.*

There are four main areas of need as outlined by the CoP 2014;

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and Physical



SENCO

It is the responsibility of the SENCOs to have day to day management of the SEND department and the implementation of the SEND Policy.

The joint SENCOs are;

Mr Phillip Heath: *BA Education with Hons. PGCE Sec Ed. PGCE in SEN coordination. ELKLAN Tutor. CPT3A, RQTU: 433228.*

Mrs Katie Pieri: *BA Education with Hons (QTS), PGCE in SEN coordination. CPT3A.*

Mrs Kirsty Jenkins: *MA Education. BA Geography and English with Hons. PGCE Sec. Ed..*

Miss Courtney Meichen: *BA KS2 and KS3 Maths Education with Hons. (QTS)*

The key responsibilities of the SENCO include:

- Overseeing the day-to-day operation of the school's SEND department.
- Co-ordinating provision for children with SEND.
- Advising on the graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of pupils with SEND.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEN up to date.

The SENCO will also meet with the SEND Governor and Chair of Governors, Sarah Dignasse, to update on developments and management of the SEND policy and its implementation.

Graduated Approach

When addressing the difficulties that SEN pupils have, SWCHS will follow the graduated approach detailed in the SEN CoP (Jan 2015) to support children and young people with special educational needs and disabilities.



This cycle will form the basis of all of our support and help to inform future interventions as well as map success and areas for development.

There are two categories of identified SEN in school. The first is EHCP and applies to students who have an Education, Health and Care Plan. EHCPs will detail the support for those pupils with significant SEND after a detailed statutory assessment.

The second category of SEN is School Support. This identifies students who have a variety of learning needs, but which should be met using the resources available to the school.

Training

As a department, we have an ongoing programme of training. We access training from Essex Local Authority as well as private organisations to make sure that we are up to date with new developments.
SEN training is an integral part of whole school CPD which is regularly reviewed and updated. This is led by the school SENCOs.

Types of Support

We offer a range of support to meet the needs of our learners. The list below is not exhaustive as we are constantly adapting to meet the needs of our learners.

Study Support
Additional English
Additional Maths
1:1 Tutoring
Small group Teaching
Academic Tutoring
Homework Club After School
Supervised Breaks D2
Supervised Lunchtimes D2
Pastoral hub (B16)
Wellbeing cabin
Mindfulness
Counselling
Moving on Up Club for Year 6
EAL Club
ASU (Farm)
Social Skills Sessions
SALT
RDA

SEND Report

Our SEND report is a live document which is updated regularly. This outlines the Local Offer and offers specific details regarding the SEND department, the support we offer and who we work with. It also outlines our admissions and complaints procedures. Its contents are:

1. SEND Objectives
2. Introduction
3. Contact Information
4. Identification
5. Admission
6. The Department
7. Who We Work With
8. Pupil Cohort Data
9. Reviewing
10. Support
11. Opportunities
12. Governing Body
13. Parents
14. Transition
15. Staffing
16. Communication
17. Local Offer