



Reddish Hall School

Denstone Road, Reddish, Stockport SK5 6UY
T 0161 442 1197 E info@reddishhallschool.co.uk
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SEND Policy

Revised by Colette Nuttall

Policy Number	6
Reviewed	September 2026
Review Date	September 2027
Owner	Colette Nuttall

We believe Reddish Hall School enables its pupils to improve their academic performance, develop their social skills and raise their aspirations. Our pupils may have a history of negative attitudes towards school, as a result of previous experiences of failure and frustration. Through our positive structure of rewards and incentives, underpinned by a strong sense of boundaries, our pupils gain self-belief, display positive behaviours and have a strong sense of belonging to our school. By rebuilding their self-esteem and forging positive relationships, they replace failure with success.

At Reddish Hall School we provide a high-quality learning environment and deliver an exciting and innovative curriculum which meets the needs of all pupils. The curriculum is underpinned by strong social and behavioural support, building self-esteem and giving pupils a platform to experience success. This, in turn, enables pupils to channel their energies into improving academically.

At Reddish Hall we are committed to a policy of equal opportunities for all pupils, staff and others who come into contact with the school, regardless of race, colour, gender, sexual orientation, religion or disability. Everyone visiting, working or learning in the school should feel welcome, secure and confident at all times. All should feel valued and able to participate fully in the life of the school.

Aims:



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Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

Legislation

This policy is based upon the statutory Special Educational Needs and Disability (SEND) Code of Practice:

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

and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2015, which sets out the schools' responsibilities for education, health and care plans, SEN Coordinators and the SEN Information Report

Definitions

The SEN Code of Practice 2015 defines SEND as:

- 'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. 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'

(DfES Code of Practice 2015:15)

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 a mainstream school. All pupils attending Reddish Hall School have individual needs that



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have proved too complex to be addressed within a mainstream setting. The school provides effective support and a suitably differentiated curriculum, enabling them to progress and succeed to the best of their ability.

Every child at Reddish Hall School has special educational needs and as such has an Education, Health and Care Plan (EHCP). All staff at Reddish Hall School are committed to providing the conditions and opportunities to enable all young people to be included fully in all aspects of school life.

The school accepts pupils with social, emotional and mental health needs, though they may face additional challenges and diagnoses including ADHD, ASC, SpLD, MLD, OCD, Dyslexia, Dyspraxia, Dyscalculia, Foetal Alcohol Syndrome or a variety of other conditions. Additionally, many of our pupils have serious social issues and very difficult home lives resulting in complex emotional difficulties.

Roles and Responsibilities

Assistant Head for Student and Staff Welfare and SENCO: Colette Nuttall

Designated SENCO: Kirsty Saggars

Assistant SENCOs: Mel Dolan and Mark Hodgson

SEND admin: Kay Mitchell

The SEND Team will:

- Work with the Headteacher Teacher, Head of School, Senior Leadership Team and Wellbeing Coordinator to determine the strategic development of the SEN Policy and provision in school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, all of whom have an EHCP
- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Plan and deliver internal training to staff on current affairs and relevant issues within SEND
- Advise on the deployment of the budget and other resources to meet pupils' needs effectively



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- Be the point of contact for external agencies, specifically the local authorities and their support services
- Collaborate with outside agencies to ensure a holistic approach for the young people including supporting with assessments and reviews.
- Work with PDCC Lead and liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Head Teacher, SLT and exams officer to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Take responsibility for their own CPD; attending courses on relevant current topics so that they are aware of current practices in these areas and any future developments Which may affect young people with SEND
- Ensure that the school keeps records of all pupils with SEND up to date

The Head Teacher will:

- Work with the SEND Team, SLT and Wellbeing Coordinator to determine the strategic development of the SEN policy and provision in school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Teaching staff will be responsible for:

- The progress and development of every learner in their class through the use of the graduated approach (Assess–Plan–Do–Review cycle as outlined in the SEND Code of Practice)
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and intervention and how they can be embedded within classroom delivery
- Working with the SEND team and SLT to review pupils' progress
- Working with the SEND team and SLT to decide upon any changes to provision
- Ensuring they adhere to the SEND Policy

Curriculum Access

The provision at Reddish Hall School is based on:

- Setting appropriate learning targets
- Responding to young people's diverse learning needs and interests
- Overcoming potential barriers to learning



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- Maintaining high aspirations

Strategies used to enable curriculum access for all young people are:

- Differentiation of the curriculum to match task to ability
- Use of communication strategies suggested by the Speech and Language Therapist
- Ensure tasks are differentiated according to students' needs
- Using a range of teaching styles to engage a varied cohort
- Using school support workers to provide additional support to students both academically, emotionally and pastorally.
- Alternative means of accessing the curriculum e.g. use of ICT or specialist equipment
- Use of assistive technologies (e.g. screen readers, voice-to-text software) where appropriate
- Using positive engagement strategies within the classroom as part of the whole school Behaviour Policy
- Access to Speech and Language Therapy
- Access to Psychotherapy
- Access to Occupational Therapy
- In-service training for all staff on the needs of young people with SEN, such as trauma-informed practice, neurodiversity, FASD and eating disorders
- MOTSI team to work on targeted short term support to support students both academically, emotionally and pastorally.

Evaluating the Success of the SEN Provision

We will evaluate the success of the provision by:

- Reviewing pupils' individual progress towards their targets each term
- Reviewing the impact of MOTSI at the end of the MOTSI session block
- Using pupils' questionnaires
- Monitoring by SLT and SEN team
- Holding annual reviews for young people with EHCPs
- Tracking using EFL, as well as monitoring attainment, attendance and engagement data to identify patterns and impact.



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PEP meetings

The SEND team will attend PEP meetings providing current educational information and educational target information which has been shared by their teaching and support staff. The SENCO will liaise with the relevant parties in relation to the use of Pupil Premium and evidence this accordingly. The DfE has given us the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our pupils' needs.

'It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.'

However, we are accountable for the use of this additional funding.

Pupil voice and parent/carer feedback are also gathered through surveys, School Council and ongoing dialogue, ensuring provision is responsive to need.

Annual Reviews

A statutory review of each pupil's progress towards meeting the objectives written in the EHCP is held each year. An Annual Review report is produced, which reports on progress in subject areas, social and emotional development and learning needs.

Before each review a report of the pupil's progress in each subject is written by their teachers.

Before the review the pupil has the opportunity to discuss their progress with a member of staff and to complete a form recording their own views.

Parents/carers and pupils are invited and encouraged to attend the reviews and complete a form recording their own views. Newly agreed targets and recommendations are sent to the LA following the review. The relevant LA is invited to all reviews and usually attend in a transition year (9 and 11). Other professionals who are involved with the pupil are also invited to the meeting.

SEND provision also links directly with contextual safeguarding and behaviour support and wellbeing policies to ensure a holistic approach.



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