



400 YEARS OF EXCELLENCE

## **Special Educational Needs and Disability (SEND)**

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<b>Governor or SLT approval</b>	<b>Governor approval</b>
<b>Governor committee responsible for policy</b>	<b>Pastoral</b>

This policy was renewed from the previous policy of 2015.

## **PART 1: Introduction**

### **1.1 Philosophy**

All members of staff, in conjunction with the Governing Body and Local Authority, have a responsibility to ensure that every student has an equal opportunity to attain their maximum potential in all aspects of the curriculum. Students are entitled to a broad and balanced curriculum, including the National Curriculum (incorporating personalised provision), and their relative progress will be recorded, valued and reviewed.

### **1.2 Definition of Special Educational Needs and Disability (SEN/D):**

Students have special educational needs if they have a *difficulty accessing the curriculum*, temporary or more long-term, which calls for *special educational provision* to be made for them.

Students have *difficulty accessing the curriculum* if they:

- Have significant difficulties in learning in comparison with the majority of children of the same age.
- Have a disability\*, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

\* See 'definition of disability' at end of this policy.

Students who experience difficulty in accessing the curriculum may also have a particular gift or talent. This is addressed through the Gifted and Talented Provision, in addition to provisions made for their specific need.

Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. Parents\*\* and staff will be informed that the child has special educational needs and appropriate provision identified to meet the student's individual need(s) will be made.

\*\* Throughout this policy, "parents" should be taken to include all those with parental responsibility, including corporate parents and carers.

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy.
- Presenting persistent emotional and / or behavioural difficulties, which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

### **1.3 Curriculum Support [Provision] is achieved by:**

1. Identifying and assessing individual student's needs.
2. Reporting of students' needs to all members of school staff.
3. Providing an appropriate curriculum, taking into account;
  - National Curriculum and examination syllabuses
  - Continuity and progression

- Departmental development plans.
4. Delivering an appropriate curriculum, taking into account;
    - Suitable teaching materials
    - Effective, differentiated teaching strategies
    - A supportive learning environment
    - Encouraging a positive self-image.
  5. Providing learning support through;
    - Curriculum development
    - Support teaching
    - Bespoke training
    - INSET.
  6. Using outside agencies where necessary and appropriate.
  7. Monitoring individual progress and making revisions where necessary.
  8. Ensuring that parents / carers understand the process and involving them in the support of their child's learning.
  9. Encouraging students with SEN/D to actively participate in all decision making processes and contributing to the assessment of their needs, meetings and transition process.
  10. Making regular reports to governors regarding SEN/D issues to raise awareness and to aid implementation of processes and procedures.
  11. Teaching Assistants and teachers collaborate effectively.

## **PART 2: Structural Arrangements**

### **2.1 SEN Coordinator:**

Ms. C Hocking BA (Hons), National Award for SEN Coordination, Assessment Coordinator for EHC plans.

### **2.2 Roles and Responsibilities:**

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with Code of Practice (2014) guidelines and school job descriptions.

#### **Governing Body:**

- In partnership with the Headteacher, the Governors have responsibility for deciding the school's general policy and approach to meet the needs of students with SEN/D.
- Ensuring, through the appraisal process, that the Headteacher sets objectives and priorities in the school development plan, which includes provision for SEN/D.
- Monitoring the policy through the school's self-review procedures.
- All governors are informed of the school's provision, including funding, equipment and staffing.
- Reporting annually to parents on the school's policy through the website.

#### **The Headteacher:**

- Setting objectives and priorities in the school development plan, which includes SEN/D.
- Line-managing day-to-day provision for students with SEN/D, including setting a budget for supporting students within the school's overall financial resources.
- Informing the Governing body.

#### **SEN Coordinator:**

- Disseminating information and raising awareness of SEN/D issues throughout the school.
- Responsible to the Headteacher for the management of SEN/D provision and the day-to-day operation of the policy.
- Managing and developing the roles of Teaching Assistants, through training and PM.
- Screening and identifying students.
- Co-ordinating provision for students.
- Supporting the teaching and learning of students with SEN/D.
- Keeping accurate records of all students with SEN/D.
- Drawing up, reviewing and monitoring Student Passports for those with SEN/D and others, as required.
- Monitoring departmental delivery of the SEN/D Policy.
- Recruiting and deploying the School's Learning Support Team, which includes Teaching Assistants.

Being responsible and accountable for the whole-school SEN/D resources and sharing with the Headteacher and Business Manager responsibility for the allocation of funding devolved directly from the LA.

- Liaising with parents and carers of students with SEN/D.
- Liaising with and advising fellow teachers and support staff.
- Liaising with schools including feeder primaries and specialist settings.
- Liaising with other SENCOs, both locally and nationally.
- Liaising with outside agencies.
- Contributing to in-service training and external training (as appropriate).

- Being involved in preparing the SEN/D report, which the Headteacher forwards to the Governors.

#### **Subject Leaders:**

- Departmental Practice to include the writing of EHC plans according to the school's SEN/D Policy.
- Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of work.
- Ensuring appropriate teaching resources for students with SEN/D are purchased from school capitation.
- Raising awareness of school responsibilities towards SEN/D

#### **Other Staff:**

##### **All teachers are teachers of special needs**

- Devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the Learning Support.
- Recognising that central to the work of every teacher is the cycle of planning, teaching,
- Assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.
- Ensuring Student Passports are considered in lessons.
- Monitoring progress of students with SEN/D against agreed targets and objectives.
- Be fully aware of the school's procedures for SEN/D.
- Raising individual concerns to SENCO.

##### **Teaching Assistants**

- Support students with SEN/D and the wider school population.
- Plan and deliver individualised programmes where appropriate.
- Monitor progress against targets using Student Passports
- Assist with drawing up individual plans for students and supporting information sheet
- Development, as required.
- Contribute to the review progress, either in person or with a written report.
- Work with small groups in or out of the classroom, under the direction of the class teacher.
- Support students on Educational Visits, as required.
- Jointly plan with teachers, where appropriate.

##### **Other**

- Communicate SEN/D issues to and from the School.
- Raise awareness of SEN/D issues at departmental / school meetings.
- Keep departmental documentation up to date.
- Attend meetings as required.

### **2.3 Admission Arrangements**

Admission arrangements are outlined on the school website.

### **2.4 Inclusion**

At Richard Hale School, all students irrespective of ability, race, gender or need, are respected and valued as individuals. This is reflected in the schools organisational and curriculum structure, its assessment and rewards systems, the arrangements made for careers' education and work experience. Students with SEN/D are integrated and included fully into the life of the school as a whole, including its social and cultural activities.

The school believes that:

- the needs, rights and entitlements of individual students are the focus of both an educational and social environment;
- staff are entitled to an effective and supportive environment, consistent quality training, an effective learning environment and good quality advice;
- the family and community should work together.

## **2.5 Complaints Procedures**

Initially, all complaints from parents or carers about their child's provision is made to the SENCO, who follows this up with relevant staff. However, if a parent or carer is not satisfied with the response given, the Complaints Procedure outlined in the school's prospectus may be followed.

## **2.6 Monitoring and Evaluation of this Policy**

The degree of success of the policy and its implementation will be evaluated using the following indicators:

- Recorded views of students and parents or carers, particularly at meetings.
- Recorded views by teachers on students' competence, confidence and social acceptability.
- Measurable or observable gains from students, particularly in terms of set targets, screening tests and other assessments carried out where appropriate and examination results.
- Evidence of planning and targeted expenditure for SEN/D.
- The SENCO reviewing procedures in consultation with subject leaders, and outside agencies.
- Feedback from departments, outside agencies
- Number of complaints received.

In association with the Headteacher, the department produces an annual report which is included in the Governor's annual report to parents and carers.

## **PART 3: Identification, Assessment and Provision**

### **3.1 Identification**

The school uses the **graduated response** as outlined in “The Code of Practice (2014)”. To help with this process a variety of screening procedures are used, which are then disseminated to teaching staff via the SEN/D area.

#### **New Intake Students in Year 7.**

##### **a) Primary Liaison**

Feeder primary schools are visited / contacted throughout the year prior to transfer. Any student identified as having a “learning difficulty” and who is on SEN Support or has an EHC plan is referred to the SENCO. Contact is then made with the primary school.

The LA notifies school about students who are transferring with EHC plans in the spring of their year 6. Where practicable, the SENCO attends their Annual Review to ensure a smooth transition is made. At this meeting, the SENCO becomes the Lead Professional for the child with an EHC plan. The SENCO frequently attends Year 5 and Year 6, when notified. Relevant information is disseminated to teaching staff before transfer.

##### **b) Initial Screening**

- KS2 tests
- Reading, spelling, writing tests
- CATs
- Tests undertaken by the SENCO as identified

#### **Screening in Other Year Groups**

Other screening tests are administered when required.

#### **Staff Observation**

- Members of staff consult with the SENCO if they notice students who may need specialist help during the school year. Evidence for that concern must be produced, prior to any testing and / or additional intervention being undertaken.
- The SENCO may then ask for additional diagnostic assessment to be undertaken for other professionals.

#### **Referrals by Parents or Carers**

- A student’s parent may express concern. Once information is gathered the process is the same as for staff referrals.
- All parental referrals are acted upon.

### **3.2 Provision**

Teaching students with SEN/D is a whole school response. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students at Richard Hale School learn and progress through these differentiated arrangements.

**A Graduated Response** is adopted for students identified as having SEN/D. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the SENCO but will be planned and delivered by teaching and support staff.

### **Graduated Response**

**Universal** – Quality First teaching by all teaching staff.

**Intensive** - Is initiated where students have failed to make adequate progress as identified by the SENCO through the assessment arrangements as in 3.1.

Criteria for Intensive support include:

- Low Numeracy / Literacy scores
- Level 3 or below in Key Stage 2 SATs
- Teachers' observations
- Primary Teachers' comments
- Concerns from staff or parents

Provision from within the school's resources is identified to help meet the student's needs. Interventions may include:

- Additional learning programmes such as literacy and numeracy
- Smaller group sessions.
- Appropriate teaching groups / sets.
- Group support on a regular basis.
- KS3 numeracy, literacy and science booster classes, where appropriate.
- Additional staff training.

### **Specialist**

Where students fail to make adequate progress, despite additional provision at Intensive Support, the school seeks advice and involvement from external support services. They are requested to:

- Provide specialist assessments.
- Give advice on teaching strategies or materials.
- Provide short-term support or training for staff.

The Student Passport is revised and new strategies are put in place following the involvement of student and parents. Should the assessments identify that the student requires additional provision on a regular basis for an extended period then the school will apply for additional resources. The application will be evaluated against criteria established by the LA.

### **Statutory Assessment / EHCP**

If a student fails to make adequate progress and has demonstrated a significant cause for concern, the school and / or a parent / carer may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an EHC plan.

The SENCO is responsible, on a daily basis, for providing support and mentoring, allocates students with statements a specified amount of support. The process of target setting, monitoring and reviewing remains the same as at Intensive Support and Teaching Assistants are fully involved.

### **3.3 Student Passports and Reviews**

The strategies that will be employed at Intensive Support, Specialist Support and for students with EHC plans are recorded in the Student Passports and Learning Plans reflecting provision that is

additional to, or different from, normal differentiated provision. Not all students with SEN/D have a Student Passport, their progress is closely monitored.

Contents of the Information Sheet include:

- Access Arrangement information
- Teaching strategies to be used
- Additional provision to be put in place
- Along with data referring to attainment and specific needs.

The Student Passport is communicated to all staff who support the student's learning, and to the parents or carers and the student.

Student Passports are constantly reviewed and updated, but also form part of the formal review process following consultation with teaching staff and new targets identified. Prior to review, teaching staff return the completed target sheet

- Outlining the steps they have taken to help students achieve their targets
- Current assessment information
- Observations
- How well the targets have been achieved
- Future concerns / targets

### **3.4 Continuous monitoring of individual progress**

Monitoring of individual progress is completed rigorously by school and individual reviews, screening tests and through procedures described in the School's Assessment Policy.

### **3.5 Provision of an appropriate curriculum**

Through departmental development plans and the SEF, provision for students with SEN/D is regularly reviewed and revised. It is the responsibility of individual departments to ensure that the requirements of the National Curriculum are met for those students with SEN/D in partnership with the Learning Support Dept.

### **3.6 Provision of Curriculum Support**

The Learning Support Department can help subject areas in the following ways (although this is not an exhaustive list):

#### **a) Curriculum development:**

- Planning with individual members of staff / departments.
- Selection / design and preparation of suitable materials.
- Selection / design of teaching strategies.

#### **b) Support teaching:**

This is achieved by working collaboratively with a subject teacher. The SENCO can assist by:

- Planning appropriate programmes of work.
- Preparation of relevant and differentiated materials.
- Team and individual teaching.
- Helping to facilitate a wide range of teaching and learning styles.

- Evaluating and reviewing what has been achieved.

#### **c) Withdrawal**

Some students with special educational needs may be withdrawn for 1:1 or within small group sessions or to use technological support; the withdrawal of students is kept to an absolute minimum, in accordance with Richard Hale's inclusive ethos.

#### **d) In-service Training**

- The SENCO provides INSET for NQTs and other new staff at the school on Code of Practice procedures at Richard Hale.
- Individual departments can ask for INSET from the SENCO as required, for specific purposes or generic training.
- Whole-school INSET, focusing on specific needs is included, where appropriate, on staff training days and during twilight sessions.

### **3.7 Allocation of Resources**

The school is funded to meet the needs of all their students through its core budget but is additionally funded to support provision for SEN/D through:

- Deprivation and underachievement factors, based on the number of students receiving free meals and those underachieving on entry.
- Funding for specific students to meet their assessed needs.
- Delegated and designated budgets.
- Also, in some part, the Pupil Premium.

#### **Capitation:**

- The SENCO is allocated a departmental capitation each financial year.
- Individual departments are responsible, through their own capitation allowances, for identifying subject specific materials or resources for students with additional needs.

## **PART 4: Partnership**

### **4.1 In school**

- School systems and procedures provide the mechanism through which SEN/D issues are discussed and disseminated.
- The SENCO liaises closely with SLT and Heads of Department.
- Information and concerns are always discussed with the appropriate member of staff.

### **4.2 Parents**

Richard Hale actively seeks to work with parents / carers and values the contributions they make.

- Parental views are recorded as part of the Annual Review procedures.
- Parents are actively encouraged to help their child in many ways, for example: hearing their child read and learning spellings. Information sheets have been produced that may be helpful.
- Parents are encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers.
- Effective communication is achieved through regular contact with home either through letters, telephone calls or the student's planner.
- New parents can attend the Open Evening prior to transfer.

### **4.3 Students**

Richard Hale acknowledges the student's role as a partner in his own education.

- Students are actively encouraged to be involved in decision making by attending all reviews and to be involved with negotiating and evaluating their targets.
- Student views are recorded in the review process and their views are valued and listened to.

### **4.4 External Support**

The school aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the student. The main external support agencies used include (this is not an exhaustive list):

- The Educational Psychologist
- The Child and Mental Health Service (CAMHS)
- Connexions Service for Young People
- The School Nurse
- The Attendance Improvement Officer
- Speech and Language Service
- Occupational Therapy
- Physiotherapy
- Rivers ESC Outreach
- Young Concern Trust

### **4.5 Between Schools**

The SENCO liaises with other SENCOs:

- From local secondary schools to discuss local and national SEND issues.
- At LA run 'SENCO-network' meetings.
- On the transfer of a student with SEN/D.
- Through the national DfE hosted 'SENCO-forum' mailing system.

#### **4.6 Transfer Arrangements**

- All documentation about special needs included in a student's record is transferred between schools. The SENCO deals with specific enquiries.
- Additional induction days are arranged as required for all students with SEN/D and vulnerability factors.
- The records of students who leave at the end of Year 11 are kept and stored in school. Documentation relevant to the last review is forwarded to Post 16 placements.

**[End of Policy]**