



# SEND Policy

## 2016-17

Agreed by:  (M Farrar - Principal)

 (A Barley – SENCO)

## **RATIONALE**

An educationally inclusive school is one in which the teaching and learning achievements, attitudes and well-being of every young person matter, irrespective of academic ability or social background. RHSC fully embraces inclusion at the core of its practice and fully recognises that a whole school co-ordinated approach is the key to providing opportunities for each student, to develop academically and socially, to ensure achievement at an individual level, in order to reach full potential.

***'It is our goal that every pupil should leave RHSC as a well-rounded young person with the skills and resilience that they will need to be successful in their future.'***

### **Overall objectives:**

- To remove barriers to participation and learning so that all pupils have access to a broad and balanced inclusive curriculum.
- To actively promote equality and a positive school culture of high expectations, addressing any discrimination, stereotyping or bullying that may be related to SEN or disability.
- To engage with the local offer; working in partnership with outside agencies, other professionals and volunteers so that pupils can benefit from specialist support.
- To coordinate provision for individuals so that advice and strategies can be shared and teaching and learning enhanced through a multi-agency approach.
- To ensure that effective communication exists between all parties, paying particular attention to the pupil voice following a person centre approach.

## **GUIDELINES**

### **Personnel**

- The directors of Synergy are responsible for the actions of the Governing Body.
- The Governing Body is responsible for ensuring provision is made for all pupils with additional needs.
- The overall responsibility for inclusion lies with the Principal
- The responsibility for the day to day management of provision lies with the SENCO.
- The Senior HLTA is responsible (under the guidance of the SENCO) for the day to day deployment of the LSA team.

### **Admissions and Access**

Pupils with additional needs including those with EHC Plans/Statements are identified upon transfer to Reepham High School and College. Procedures to ensure a smooth transfer are as follows:

- Pre entry visits are made to the feeder primary schools by the SENCO and/or members of the SEND/Pastoral team, to meet identified students and staff.
- Whenever possible, the SENCO will attend the Statement Review of Year 5 and 6 students due to transfer, to discuss student needs and provision.
- Admission for pupils with a physical disability is based upon whether the student could reasonably be expected to manage within the school environment with the resources available.
- There is full wheelchair access to the site (with the exception of the stage area in the high school – see Premises Development/Disability Discrimination Scheme Action Plan). There is a toilet and washroom designed for wheelchair access.
- Consideration is given during timetabling to ensure that pupils will have full access to the National Curriculum.
- Access to a broad, balanced curriculum is provided through mainstream schooling. Each department is responsible for providing an appropriately differentiated curriculum to meet the needs of all students. Special arrangements for internal and external exams are made as necessary.

## Identification and Assessment

We recognise that all students have individual needs. When these needs are significant and the pupil is not making the expected progress then intervention is required. Pupils identified will be recorded as K on our SEND register. When these needs are more extreme\* and deemed long term then a pupil may hold an EHC Plan or Statement. More often than not these pupils will come to us already identified; otherwise the school will work with parents to obtain this. Pupils with an EHC Plan or Statement will be recorded and E or S on our SEND register. They may benefit from an adjusted timetable, lessons within a smaller group, LSA support, access to LB1 and or physical care. These pupil will have annual reviews, whereby their individual needs can be discussed and provision adapted.

Identification of students with additional needs is carried out through:

- Information from feeder primary schools, including KS2 results/data/teacher assessment.
- Information gained from external agencies.
- On-going identification by staff.

Assessment of children with special and additional needs is carried out through:

- Informal assessment by teaching staff
- Formal curriculum assessment methods
- Formal assessment by the Special Needs department
- Formal assessment by Norfolk Psychological Services
- Annual review of Statements

When a pupil is initially highlighted, they will be recorded as M on the SEND register, until a decision is made for them to be identified formally with a SEND code of K, E or S

- [*Special educational provision is educational or training provision that is **additional to** or **different from** that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching’ – **SEN Code of Practice (2014)**]*

## Monitoring

Students with special and additional need have a right to expect their education to be monitored and evaluated. This information should be used in future planning.

Monitoring is carried out in a number of ways:

- Through analysis by the SENCO of the Data Dashboard & Go 4 Schools reports.
- Through SEND meetings with parents.
- Through department monitoring and teacher feedback.
- Through liaison with outside agencies and other professionals

### **Removal from SEN Register**

Pupils with an EHC Plan or Statement are likely to hold this status for their entire time at RHSC. Any alterations are made at through the review meeting cycle. This is done in agreement with all parties (Health, Education, Parents/Carers, Norfolk County Council (EHCP)).

The SENCO may decide to take pupils off of the K List in consultation with parents if pupils are now making expected progress. The K list is more fluid than previous SEN registers and directly related to progress. To keep track of any pupils that are removed they too will be recorded as M. Any pupils with an M code will continue to be monitored throughout their time at RHSC.

### **Availability & Updates**

The SEND policy is made available to all staff via a hard copy kept in the school office and a copy stored on the school's computer network for staff. This can be found under SEN & Safeguarding within the required reading folder.

As the SEND register will be continually updated throughout the year staff will be directed to check it on a regular basis via notification in the weekly bulletin. Recent changes will be recorded in bold.

### **Parental Partnership**

Reepham High School and College will endeavour to ensure that parents are fully involved at all stages of any educational intervention that is made.

They will be kept fully involved in the process of identification, assessment and review of their child's educational needs.

They are encouraged to contact the SENCO to express concerns they may have relating to their child's education.

They will receive regular information from staff via our report cycle and daily access to Go 4 Schools. Staff are encouraged to contact parents and liaise with the SEND Department when concerns arise.

Reepham High School and College actively seeks to create a culture where parents feel comfortable working in partnership with the school. This

partnership is crucial in order to maximise the progress and achievement made by individual students.

Parents/carers of post-16 pupils joining RHSC from an institution other than RHS, should notify RHSC of any outstanding issues and provide names of any institutions that can provide supporting documentation.

### **Staff training/personal development**

- The SENCO will attain the National Award in Special Educational Needs Coordination within three years of taking up appointment
- The SENCO will update and train staff in SEND developments, using a combination of INSET training, New staff training programme, weekly SEND departmental meetings, and weekly bulletin updates.
- The SEND department will maintain resources related to specific syndromes, for staff to refer to.
- The SENCO will inform staff of SEND related available courses.
- The SEND department will update written material provided to all staff on syndromes and associated strategies for staff use in classrooms.
- The SENCO will cascade development information obtained on own INSET, to relevant members of staff within the school.
- The SEND department will maintain individual student files that can be accessed by staff to increase their level of understanding.
- The SENCO will hold termly meetings with designated SEND link teacher for each department to increase opportunities for information sharing.
- The SENCO will work in conjunction with the cluster to make the most of shared training opportunities.

### **Evaluation of success of policy**

The success of the school's SEND policy will be judged against the objectives as set out on page 1 of this policy document, through the evidence presented to the governing body throughout the year and at a formal review each year.

Address for correspondence:

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