



SEND Policy

Agreed date: Autumn 2019

Review date: Summer 2020

Responsibility of: 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 & 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 Board.
- The Governing Board is responsible for ensuring provision is made for all pupils with additional needs.
- The overall responsibility for inclusion lies with the Headteacher.
- The responsibility for the day to day management of provision lies with the Special Educational Needs Coordinator (SENCO).
- The Senior Higher Level Teaching Assistant (HLTA) is responsible (under the guidance of the SENCO) for the day to day deployment of the Learning Support team.

Admissions and Access

Pupils with additional needs including those with Educational Health and Care (EHC) Plans 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 Senior Leadership (SLT)/Pastoral team, to meet identified students and staff.
- Whenever possible, the SENCO will attend the EHC Plan 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 appropriate 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.



- A small number of SEN students have an altered curriculum through our ACE program. Fresh Start English intervention is studied in place of mainstream English lessons. Students are taught Maths and PHSE together and are not required to study MFL. Extra time is given to supporting independent work and life skills.

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 (These now fully replace the old-style 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 will be recorded as E 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 pupils will have annual reviews, whereby their individual needs can be discussed and provision adapted.

Identification of students with special and/or additional needs is carried out through:

- Information from feeder primary schools, including KS2 results/data/teacher assessment.
- On-going identification by staff.
- Information from pupils and parents – pupils will complete a pupil passport as part of assessing needs and this will be used to inform staff of their likes, dislikes, wishes - in line with the pupil centred approach.
- SEN screening through various tests, which may include LASS or Lucid rapid from the SEN toolkit, Reading and spelling tests– wherever possible standardised scores will be used.
- Psychometric testing for exams access such as WRAT 4/5, RAN/RAS, TOWRE 2 or GORT5.
- Information from external agencies such as Dyslexia Outreach, Educational Psychologist (EP), Speech and Language (SALT) etc.



When a pupil is initially highlighted, they may 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 or E

- *[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 (2015)]***

Pupils recorded as SEND will now be categorised into four broad areas of need as specified in the Code of Practice. These are:

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

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 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 stored on the school's computer network. This can be found under SEN & Safeguarding within the required reading folder and on the school website, alongside the statutory document 'SEN information report'.

As SEND information will be continually updated throughout the year, the SENCO and HLTA will work with the admin team to ensure that SIMs is as up to date as possible, with relevant documents such as EP reports and EHC Plans being uploaded straight to this. Hard copies of pupil's files will be kept in the SEN Office and the department will also hold electronic pupils' files particularly for those with EHC Plans. The SENCO will request a termly SEN report to be held in place of the old SEN register, this will also be available in the SEN & Safeguarding area and will provide a recent overview of need across year groups. Staff will be directed to check important changes via notification in the weekly bulletin or through email. Staff will be expected to monitor minor changes and update their records as necessary.

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 holds the National Award in Special Educational Needs Coordination. (Qualified July 2017).
- 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 work in conjunction with the cluster/MAT 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 Board throughout the year and at a formal review each year.

Address for correspondence:

Head Teacher

Reepham High School & College

Whitwell Road

Reepham, Norfolk

NR10 4JT