



SEND Policy

Agreed date: Autumn 2020

Review date: Autumn 2021

Responsibility of: SENCo

Contents

1. Aims and Rationale	3
2. Legislation and guidance.....	4
3. Definitions	4
4. Roles and responsibilities.....	4
5. SEN information report	6
6. Monitoring arrangements.....	10
7. Links with other policies and documents	10

1. Aims

Our SEN policy and information report aims to:

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

1.1 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.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) 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 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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 mainstream schools.

4. Roles and responsibilities

- 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 Deputy Special Educational Needs Coordinator (Deputy SENCO).
- The Assistant SENCO is responsible (under the guidance of the Deputy SENCO) for the day to day deployment of the Learning Support team.

4.1 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this

- Work with the headteacher and Deputy SENCO to determine the strategic development of the SEN policy and provision in the school

4.2 The Headteacher

The headteacher will:

- Work with the Deputy SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.3 The Deputy SENCO

The Deputy SENCO is Paul Atkins

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the 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, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- 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 headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the Deputy SENCO to review each pupil's progress and development and decide on any changes to provision

- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Further detail on our specific school offer can be found in our SEN Information report

<http://www.reephamhigh.com/our-school/send/>

5.2 Identifying pupils with SEN and assessing their needs

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 LB1/2, EN7 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 BPVS III, Dyslexia profiling tool, 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), CAMHs and other mental health services 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

5.3 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 Deputy 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

5.4 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 the review meeting cycle. This is done in agreement with all parties (Health, Education, Parents/Carers, Norfolk County Council (EHCP)).

The Deputy SENCO may decide to take pupils off 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.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEN/Additional support for learning

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We have 8 Learning support assistants and 1 specialist sensory teaching assistant who support pupils to access the curriculum mainly in lessons. Our LSA team are encouraged to support independent learning in the classroom and therefore rarely work 1:1. Instead, we identify a number of pupils and direct our LSAs to move between these pupils ensuring they are focused and on task. We also have 2 HLTA's and an Deputy SENCO who are trained to deliver interventions such as Read Write Inc. Fresh Start, a phonics-based literacy program, Memory intervention, Resilience work, Magic spelling, ASDAN Key steps and IDL Literacy support.

5.7 Working with other agencies

The SEN department works with a number of outside agencies as and when these links arise. For example, we have recently worked with an OT, Medical needs advisor, ADHD nurse, sensational families, Early help, inclusion, Brainbow, Great Ormond St hospital, SALT, ATT, Dyslexia Outreach, EPSS.

Currently two members of the SEN department are DSL trained and another is due to complete this soon. The school recognises the fact that pupils with SEN need or disability are statistically more vulnerable and so this highest level of safeguarding training allows staff to provide a strong level of support. It also means that staff in the department have experience working with families being supported by Early help, or open to Children Services.

5.8 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual targets on their pupil passports
- Reviewing the impact of interventions termly and using this to feed into our SEN Record
- Using pupil and parental questionnaires
- Monitoring by the Deputy SENCO including learning walks
- Holding annual reviews for pupils with statements of SEN or EHC plans
- Annually we audit the needs of the pupils and make sure that we have suitable provision in place

5.9 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s)

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

One recent example of this is a pupil with medical needs wanting to take part in the couch to 5K during PE lessons. In order to make this possible, staff timetables were adapted and a number of LSA/HLTAs also took part over several weeks to ensure this was possible.

5.10 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the year and school councils
- Pupils with SEN are also encouraged to be part of clubs run within the school. SEN staff will offer/support additional clubs and activities of interest to SEN pupils and their peers. One such example of this is supporting a pupil to start his own club based on a computer program he had enjoyed.
- The SEN team regularly staff two areas for pupils to use at break and lunch, this allows for support with communication needs both through modeling social interactions and providing a small safe space in which to practice these skills.

5.11 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.12 The local authority local offer

Our local authority's local offer is published here:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

6. Monitoring arrangements

This policy and information report will be reviewed by Paul Atkins Deputy SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board in the Autumn term.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour and Discipline
- Equality and Diversity
- Supporting pupils with medical conditions