



SEND Policy

Vision:	To provide curriculum access for all and to secure high levels of achievement for all. To meet individual needs through a wide range of provision. To attain high levels of satisfaction/participation from learners, parent and carers and to map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
Rationale:	The purpose of this document is to establish clear guidelines for Special Educational Needs and Disabilities (SEND) within Rayner Stephens High School.

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Policy Date:	September 2016
Review date:	December 2018
Approved by:	LPGA
Date of approval:	March 2019

Special Educational Needs and Disability (SEND) Policy

1. Purpose of the Policy

The purpose of this document is to establish clear guidelines for Special Educational Needs and Disabilities (SEND) within Rayner Stephens High School. The aims of our policy and practice in this school are:

- To provide curriculum access for all.
- To secure high levels of achievement for all.
- To meet individual needs through a wide range of provision.
- To attain high levels of satisfaction/participation from learners, parent and carers.
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet learners need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

2. Organisational Scope

This is a school-wide policy and applies to all staff and learners at Rayner Stephens High School

3. Enforcement

All staff are expected to follow this procedure. The SENDCO as resident inspector will report termly and annually to the Headteacher.

Any employee found to have violated this policy will be subject to the school's disciplinary procedures, as detailed in the school's network shared area.

4. Definitions

For the purposes of this policy, unless otherwise stated, the following definitions apply:-

ADHD	Attention deficit hyperactivity disorder
CPD	Continuing professional development
EAL	English as an Additional Language
EHCP	Education Health and Care Plan
EWO	Educational Welfare Officer
JCQ	Joint Council for Qualifications
NC	National Curriculum
ASPIRE	Student Inclusion Services (Internal SEN unit)
PIP	Personal Inclusion Profile
SEND	Special Educational Needs and Disability
SENDCO	Special Educational Needs and Disability Coordinator
SIS	Student Inclusion Services (The Department)
SMART	Specific, measurable, attainable, realistic and timely

5. Policy Content and Guidelines

Staffing and support for Learners with SEND

Deputy Headteacher Inclusion

Assistant Head Teacher :SENDCO
Assistant Head Teacher : Behaviour

Safeguarding/ Learners Protection Officer:

The Aspire Centre Manager

Teaching Assistants

Exam Concessions Lead (Along with the SENDCO):

Responsibility for Disadvantaged learners

Responsibility for LAC Funding

Responsibility for Young Carer & EAL

First Aid / Medical Support

Nurture Room Break time / lunch time



5. Policy Content and Guidelines

5.1. What is meant by 'Special Educational Needs and Disabilities (SEND)'?

As stated in the SEND Code of practice 0-25 years - 'A learners has Special Educational Needs and Disability if they have a learning difficulty or disability which calls for special educational provision to be made for him / her. A learners of compulsory school age has a learning difficulty or disability if he/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/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools'.

5.2. Our Approach

We are committed to the idea of inclusion and that every learners regardless of learning, emotional, communication, sensory or physical difficulty has the right to take part in all aspects of school life. Every teacher at Rayner Stephens High School is a teacher of every learners including those with special educational needs.

We work to the guidelines set out in the SEND Code of practice. We believe in a working partnership between parents, learners, staff and other professionals to ensure successful outcomes for the learners and our day-to-day practice supports this view. We have experience of working with young people with various individual needs including moderate learning difficulties, Dyslexia, Dyspraxia, ADHD, visual and hearing impairments, speech, language and communication needs, Autism, Asperger's Syndrome, and Cerebral Palsy. Support is tailored to the specific needs of the learners in consultation with the young person and their family. If the school is alerted to the fact that a learners may have a difficulty in learning, we will endeavour to collect all relevant information and plan a personalised plan / curriculum.

5.3. Vision and Aims for SEND learners

To be a centre of excellence where every learners aspires to learn, progress and achieve.

Where every learners, whatever their background or barrier, has equal educational opportunities and can be fully integrated into school life in a safe, secure environment with high quality provision producing confident, successful young people. This will be achieved by:

- I. All learners will have access to quality first teaching. This will be differentiated and personalised and will meet the individual needs of the majority of learners. Some learners need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.
- II. We endeavour to achieve maximum inclusion of all learners (especially vulnerable learners) whilst meeting their individual needs.
- III. Teachers provide differentiated learning opportunities for all the learners within the school. This ensures all learners have full access to the curriculum.
- IV. Special Educational Need and Disability might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- V. English as an Additional Language (EAL) is not considered a Special Education Need and Disability. Differentiated work and individual learning opportunities are



- provided for learners who are learning EAL as part of provision for vulnerable learners.
- VI. The routine and prolonged withdrawal from mainstream of learners with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the curriculum.
- VII. Learners who are looked after in local authority care have the same rights as all learners but may have SEND needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- VIII. We focus on individual progress as the main indicator of success.
- IX. We strive to make a clear distinction between “underachievement” – often caused by a poor early experience of learning and SEND. Some learners in our school may be underachieving but will not necessarily have SEND. It is our responsibility to spot this quickly and ensure appropriate interventions are in place. Other learners will genuinely have SEND and this may lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that learners with SEND have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these learners. These will be provided, initially, through additional support funded from the devolved schools budget.
- X. All SEND learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
- Plan strategically to meet learners' identified needs, track provision.
 - Audit how well provision matches need
 - Recognise gaps in provision
 - Highlight repetitive or ineffective use of resources
 - Cost provision effectively
 - Demonstrate accountability for financial efficiency
 - Demonstrate to all staff how support is deployed
 - Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.



5.4. Identification and Assessment of SEND learners

Class teachers, supported by Senior Leaders carry out regular assessments of progress for all learners. The data is used to identify learners making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- I. Is significantly slower than that of their peers starting from same baseline.
- II. Fails to match or better the learner's previous rate of progress.
- III. Fails to close the attainment gap between the learners and their peers.
- IV. Widens the attainment gap

It can include progress in areas other than attainment – for instance where a student needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class teacher, working with the SENDCO, should assess whether the learner has SEN. While informally gathering evidence (including the views of the student and their parents) extra teaching or other rigorous interventions designed to secure better progress, where required is put in place. The student's response to such support can help identify their particular needs.

There are four broad areas of need identified in the SEN Code of Practice:

- I. Communication and Interaction
- II. Cognition and Learning
- III. Social, Emotional and Mental Health Difficulties
- IV. Sensory and or Physical Needs

The purpose of identification is to work out what action our school needs to take, not to fit a student into a category. In practice, individual learners often have needs that cut across all these areas and their needs may change over time. A detailed assessment of need is carried out to ensure that the full range of the individual's needs are identified. The support planned is based on a full understanding of the learners' particular strengths and needs and seek to address them all using well evidenced interventions targeted at their area of difficulty and where necessary specialist equipment or software will be deployed.



Learners' SEND needs are identified and met as early as possible through:

- I. Analysis of data including target grades /currently working at grades, Attitude to Learning, reading ages using Lucid Lass assessments and any other whole-school student progress data.
- II. Classroom-based assessment / monitoring arrangements.
- III. Following up parental concerns.
- IV. Tracking individual student's progress over time.
- V. Liaison with feeder primaries on transfer from Year 6 into Year 7.
- VI. Information from previous schools for mid –term admissions.
- VII. Information from other external services.
- VIII. Maintaining a provision map for all SEN learners which clearly identifies learners receiving additional SEN Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the teachers and SENDCO.
- IX. Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a student's needs. It may include a bilingual assessment where English is not the first language.
- X. Involving an external agency where it is suspected that a special educational need is significant.

5.5. Curriculum Access and Provision for learners with SEND

Where learners with SEND are underachieving, the school provides for these additional needs in a variety of ways and uses a combination of these approaches to address targets identified for individual learners.

- I. Teachers differentiate work as part of quality first teaching.
- II. Small group withdrawal.
- III. Individual class support / individual withdrawal.
- IV. Bilingual support/access to materials in translation.
- V. Further differentiation of resources.
- VI. Homework/learning support club.
- VII. Personal Inclusion Profile (PIP) and the SEND Target Setting section.

SEND learners are able to access exams by following the guidelines on the JCQ website. Access Arrangements allow learners with SEND to access the assessment without changing the demands of the assessment. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.



5.6. Monitoring and Evaluation of learners with SEND

The monitoring and evaluation of the effectiveness of our provision for learners with SEND is carried out in the following ways:

- I. Classroom observations by the SENDCO and Senior Leaders.
- II. Ongoing assessment of progress made by intervention groups.
- III. Work sampling on a termly basis.
- IV. Scrutiny of planning.
- V. Informal feedback from all staff.
- VI. Student interviews when setting or reviewing PIP SEND targets.
- VII. Student progress tracking using assessment data (whole-school processes)
- VIII. Monitoring PIPs / SEND targets, evaluating impact of PIPs on progress.
- IX. Attendance records and liaison with EWO.
- X. Regular meetings about learners' progress between the SENDCO/ Head of Department and the Headteacher.

5.7. Additional SEND Support for learners

Learners will be offered additional support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all learners in the school i.e. they have a special educational need and disabilities as defined by the SEND Code of Practice.

- I. Under-achieving learners and learners with EAL who do not have SEND will not be placed on the list of learners being offered additional SEND support (but will be on the school's provision map).
- II. In keeping with all vulnerable learners, intervention for learners on the SEND list will be identified and tracked using the whole-school provision map.
- III. On very rare occasions, where a student has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
- IV. We endeavour to provide learners with a Personal Inclusion Profile (PIP):
 - I. Our PIPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for learners with special educational needs. They are seen as working document which can be constantly refined and amended.
 - II. Our PIPs will only record targets that will address the underlying reasons why a student is having difficulty with learning.
 - III. Our PIPs will be based on informed assessment and will include the input of outside agencies as required.
 - IV. Our PIPs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.



- V. Our PIPs will have a maximum of three SEND short / medium term SMART targets set for or by the student.
- VI. Our PIPs will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the student should be able to do at the end of the given period.
- VII. Targets for an PIP will be arrived at through:
 - Discussion between teacher and SENDCO
 - Discussion, wherever possible, with parents/carers and student
 - Discussion with another professional

5.8. Statement of Special Educational Needs or Education Health and Care Plan

Learners with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all the additional SEND support (outlined in 5.7.) and, in addition to this, will have an Annual Review of their statement/plan. Our school will comply with all local arrangements and procedures when applying for High Needs Block Funding and an Education Health and Care Plan and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEND Support using our devolved budget at an earlier stage.

5.9. Equipment and Facilities to support learners with Special Educational Needs and Disabilities

When specialist equipment or a high level of staffing support is required to support a student with special educational needs, our school will fund this as additional SEND support up to £6,000 per annum for each individual student. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply for High Needs Block Funding. Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.

5.10. Supporting learners at school with medical conditions

The school recognises that learners at school with medical conditions should be properly supported so that they have a full access to education, including school trips and physical education. Some learners with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEN and may have a Statement of SEN / Education Health and Care Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

(See *Medical Policy*) This is in line with the new guidance published by DFE can be found on the School Policies section of the school website, this will outline in more detail the support.

5.11. Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- I. Working effectively with all other agencies supporting learners and their parents.
- II. Giving parents / carers opportunities to play an active and valued role in their learners' education.
- III. Making parents / carers feel welcome.



- IV. Encouraging parents / carers to inform school of any difficulties their learners may be having or other needs the learners may have which need addressing.
- V. Instilling confidence that the school will listen and act appropriately.
- VI. Focusing on the learners' strengths as well as areas of additional needs.
- VII. Allowing parents / carers opportunities to discuss ways in which they and the school can help their learners.
- VIII. Agreeing targets for all learners, in particular, those not making expected progress and, for some learners identified as having SEND, involving parents / carers in the drawing up and monitoring progress against these targets.
- IX. Keeping parents / carers informed and giving support during assessment and any related decision-making process.
- X. Making parents /carers aware of the Parent Partnership services.
- XI. Providing all information in an accessible way, including, where necessary, translate information for parents with English as an Additional Language.

5.12. Involvement of Learners

We recognise that all learners have the right to be involved in making decisions and exercising choice. We endeavour to fully involve all learners by encouraging them to:

- i State their views about their education and learning.
- ii Identify their own needs and learn about learning.
- iii Share in individual target setting across the curriculum so that they know what their targets are and why they have them.
- iv Self-review their progress and set new targets and monitor their success at achieving the targets on their Personal Inclusion Profile (PIP).

5.13. Effective Transition

We will ensure early and timely planning for transfer to a student's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all learners in receipt of Additional SEND support and all those with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator. A transition timeline will be produced, with specific responsibilities identified.

Support for the student in coming to terms with moving on will be carefully planned and will include familiarisation visits.

Learners will be included in all "class transition days" to the next phase but may also be offered additional transition visits.

Learners and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate. Parents will be given a reliable named contact at the next phase provider with whom the SENDCo will liaise

5.14. Management of Special Educational Needs and Disabilities within Rayner Stephens High School

The Headteacher have delegated the responsibility for the ongoing implementation of the Special Educational Need Policy to the Assistant Head Teacher for Inclusion who is also the Special Educational Needs and Disabilities Coordinator (SENDCO). She is responsible for reporting regularly to the Head on the ongoing effectiveness of this policy.



The Assistant Headteacher responsible for Inclusion / SENDCO (Special Educational Needs Coordinator) / Member of the Senior Leadership Team- Ensuring that learners SEND needs are made known to all who will teach them and that appropriate provision is available in all curriculum areas.

In line with the recommendations in the SEND Code of Practice, the SENDCO will oversee the day- to-day operation of this policy in the following ways:

- I. Maintenance and analysis of whole-school provision map for SEND learners.
- II. Identifying on this provision map those in receipt of additional SEND support from the schools devolved budget, those in receipt of High Needs funding and those with statements of SEND/Education Health and Care plans.
- III. Co-ordinating provision for learners with SEND.
- IV. Liaising with and advising teachers.
- V. Managing other classroom staff involved in supporting SEND learners.
- VI. Overseeing the records on all learners with SEND.
- VII. Liaising with parents of learners with SEND, in conjunction with class teachers.
- VIII. Contributing to the in-service training of staff.
- IX. Implementing a programme of Annual Review for all learners with a Statement of SEND/Education Health and Care Plan.
- X. Carrying out referral procedures to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a student may have a special educational need which will require significant support.
- XI. Overseeing the smooth running of transition arrangements and transfer of information for Year 6 learners and Year 12 on the SEND provision map.
- XII. Monitoring the school's system for ensuring that PIPs, where it is agreed they will be useful for a student with SEND, have a high profile in the classroom and with learners.
- XIII. Evaluating regularly the impact and effectiveness of all additional interventions for all SEND learners.
- XIV. Meeting at least termly with HODS to review progress of SEND learners within their department being tracked. To review the support within the department, to review departmental interventions, ensure work is provided for all learners within Aspire including catchup sessions.
- XV. Liaising sensitively with parents and families of learners on the SEND list, keeping them informed of progress and listening to their views of progress.
- XVI. Attending area SENDCO network meetings and training as appropriate.
- XVII. Liaising closely with a range of outside agencies to support SEND learners.

All staff in school have a responsibility for maximising achievement and opportunities of learners with SEND and are aware of their responsibilities towards all SEND learners and a positive and sensitive attitude is shown towards all learners at all times. Specifically, all teachers are teachers of learners with Special Educational Needs and Disabilities (SEND). It is the professional responsibility of every teacher to be alert to the onset of a special need in any student and liaise directly with the Assistant Headteacher, and the parents of the learners.



The role of the **Class teacher** will be to liaise with the Aspire Centre Manager / SENDCO to support:

Delivery of Wave 1 Inclusive quality first teaching with SEND learners being the responsibility of all teachers through

“Assess, Plan, Do, Review “cycle.

- I. Update the SENDCO of the best teaching techniques and differentiated resources and deployment of Teaching Assistants for the learners in class that are identified as SEND learners.
- II. The use of the learners PIP and suggest edits / additions based on need.
- III. Monitor progress of the learners with SEND.
- IV. Inform the HOD which learners are underachieving and may need to have their additional interventions monitored on the SEND learners' provision map. Some of these learners may require advice/support from an outside professional.

The role of the **HOD** will be to liaise with SENDCO to support:

- I. To review the progress of SEND learners and implementation of any departmental interventions required to close the learning gap
- II. Liaise with the SENDCO sharing any updates needed on current PIP'S
- III. Liaise with the SENDCO any interventions within departments that has involved any SEND learners
- IV. Ensure all exam concessions are considered for internal and public exams
- V. Review support within the department and liaise with SENDCO any adjustments that are required
- VI. Ensure any learner concerns are referred to the SEND forum for further investigation

The role of the **Learning Leader** will be to liaise with SENDCO to support:

- I. Liaise with SENDCO sharing any updates needed on current PIP'S
- II. Liaise with the SENDCO any interventions / sanctions that has involved any SEND learners
- III. Ensure any learners that have been raised as a concern by tutors are referred to the SEND forum for further investigation
- IV. Ensure all interventions are reviewed and tracked.

The role of the **Teaching Assistants** will be to liaise with the Aspire Centre Manager / SENDCO to support

- I. Support learners in and around school to ensure that barriers to learning are removed
- II. To ensure that learners are supported to make accelerated progress
- III. Liaise with Aspire Centre Manager any concerns regarding the learners where a change in timetabled support may be needed
- IV. To deliver interventions either 1:1 or groups

The role of the **Aspire Centre Manager** will be to liaise with the SENDCO to support

- I To monitor in class support , and make adjustments as and when needed these to be reviewed after assessment cycles
- II To ensure all learners in Aspire are working on appropriate work packages



- iii To ensure all learners are achieving their targets
- iv To ensure that learners PIP'S are updated when needed , and to ensure the PIP's are put into action including the quality assurance
- v To liaise with HODS
- vii To liaise with SENDCo regularly to review support , interventions and their impact

5.15. Training of staff in relation to learners with Special Educational Needs and Disabilities

In accordance with the SEND Code of Practice, the SENDCO was appointed to this role after September 2008. The SENDCO is a qualified teacher working at our school and has statutory accreditation, namely the NASENCO award. The SENDCO attends regular local network meetings.

All School leaders regularly review how expertise and resources used to address SEND can be used to build the quality of whole-school provision as part of their approach to school improvement.

The quality of teaching for learners with SEND, and the progress made by learners is a core part of the school's performance management arrangements and line management meetings. This is also adopted in the approach to professional development for all teaching and support staff.

5.16. Admission Arrangements

No learners will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act, we will not discriminate against disabled learners and we will take all reasonable steps to provide effective educational provision (*see Admissions Arrangement Guidance*)

5.17. Arrangements for dealing with complaints from parents of learners with SEND

If there are any complaints relating to the provision for learners with SEND these will be dealt with in the first instance by the class teacher and SENDCO, then, by the Deputy Headteacher, if unresolved, then by the Headteacher.

6. Legislative Compliance

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations. It has been written as guidance for staff, parents / carers and learners with reference to the following guidance and documents.

- SEND Code of Practice
- Equality Act
- Education Bill
- Learners and Families Act