



SEND Policy

Review: July 2021

INDEX

1	Introduction
2	Intentions
3	Aims and Objectives of the SEND Policy
4	Definitions
5	Policy Statement
6	Procedures and Policies

1. Introduction

Being supported towards greater independence and employability can be life transforming for all children and young people, but particularly those with SEND. This support needs to start early, and should centre on the child or young person's own aspirations, interests and needs. All Rastrick High School professionals working with children with SEND will share high aspirations and have a good understanding of what support is effective in enabling our students to achieve their ambitions.

The SENCO, Headteacher and governing body will establish a clear picture of the resources that are available to the school. They will consider their strategic approach to meeting SEND in the context of the total resources available. The school will always strive for the fundamental principles set out below:

- The SEND of students will normally be met in mainstream schools or settings.
- The views of the student will be sought and taken into account.
- Parents have a vital role to play in supporting their student's education.
- Students with SEND will be offered full access to a broad, balanced and relevant education.
- Meeting the needs of students and young people with SEND successfully requires partnership between all those involved – LAs, schools, parents, students, health and social care.
- SEND provision will emphasise high expectations and be measured on both the happiness of the students and their academic progress.

The following policy has been written in conjunction with the latest guidance from the Department for Education and Department of Health (2015) *Special educational needs and disability code of practice: 0 to 25 years*. Available at: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

2. Intentions

This document is the Special Educational Needs (SEND) policy for Rastrick High School. It is designed to meet both statutory requirements with regard to SEND, and the day-to-day needs of stakeholders (parents, LA, related agencies), staff and students. The main body of the document is concerned with policies, processes and procedures.

3. **Aims and Objectives of the SEND Policy**

This policy document is in place to meet the school's statutory duty to comply with:

- The Special Educational Needs and disability Regulations 2014
- The Children and Families Act 2014
- The Equality Act 2010: advice for schools Feb 2013
- SEND Code of Practice: 0-25 years

All pupils should be given equal opportunity to develop their talents and abilities to their full potential, both inside the classroom and outside. At all stages, the wellbeing of the individual is paramount. These aims are met by a whole-school approach to Special Educational Needs provision with all teaching staff taking responsibility for meeting individual needs through High Quality First Teaching. School policies reflect this approach.

4. **Definitions**

Special Educational Needs (SEND)

Special Educational Needs are defined as:

A pupil has SEND if their learning difficulty or disability calls for special educational provision, namely provision different from, or additional to, that normally available to pupils of the same age.

It should be noted that behaviour difficulties should not automatically lead to a pupil being identified as having a SEND. Instead, the school will look at all barriers to a student making progress to form a view if behaviour difficulties are symptomatic of unmet SEND difficulties.

Special Educational provision means:

Educational provision that is additional to, or otherwise different from, the educational provision made generally for students of their age group. The 2014 SEND Code of Practice suggests that it is helpful to see students' needs and requirements as falling within the broad areas identified below:

- **Communication and interaction** – this includes children with speech and language delay, hearing impairment, and those who demonstrate features within the autistic spectrum.
- **Cognition and learning** – this includes children who demonstrate features of moderate, severe, profound or specific learning difficulties such as dyslexia, dyscalculia or dyspraxia.
- **Social, emotional and mental health difficulties** – this includes children who may be withdrawn, disruptive or disturbing, display high levels of anxiety, are hyperactive or lack concentration.
- **Sensory and/or physical needs** – this includes children with sensory and physical difficulties.

5. Policy Statement

- The School will comply with the 2014 Special Educational Needs Code of Practice.
- Every student at Rastrick High School, including those with special educational needs, has an entitlement to fulfil his or her potential.
- The School recognises its duty of care to all students, including those with special educational needs.
- The school will promote and encourage students to become independent in all aspects of life; preparing them for when they leave the school setting and move to higher education, apprenticeships or employment
- The School will ensure that every student follows a curriculum that is suited to their ability and any particular needs they may have, to enable them to enjoy and achieve.
- Special educational needs provision for any student will be compatible with the efficient education of the other students at the School and the efficient use of the School's existing resources. When supporting students with special educational needs, the School will always seek to ensure value for money and the most effective and efficient deployment of resources.
- The School will seek to ensure the full inclusion of students with special educational needs in all aspects of school life, including the curriculum, extra-curricular activities and school trips.
- The highest standards of behaviour are expected and all students are encouraged to develop independence with regard to their behaviour. Where, however, there is a clear link between a particular student's behaviour and diagnosed special needs, the School may deem it appropriate to use an altered, bespoke approach to dealing with disciplinary matters.
- The School will work in partnership with parents to ensure every student with special educational needs is well supported. At all stages of the special needs process, the school will keep parents fully informed and involved, and parents are encouraged to make a full and active contribution to their student's education.
- When working with parents of students with special educational needs, the School will give support, advice and reinforcement, as well as share information and agree targets, in order to enable progress.
- Where appropriate, the School will engage with external agencies to ensure the delivery of effective special educational needs provision.
- The School provides training to all staff on special educational needs, both in relation to individual students and particular types of needs. This training includes induction for new members of staff, as well as on-going Continuing Professional Development (CPD).
- In addressing any student's special educational needs, the School will comply with the Equality Act (2010) and the Special Educational Needs and Disability Act (2014).
- Where appropriate, the School will make reasonable adjustments for a student with special educational needs.

6. Procedures and Policies

Inclusion

- Where necessary, alternative provision and additional resources (including staffing) may be put in place to ensure students with special educational needs are fully included in all aspects of school life, including the curriculum, extra-curricular programmes and school trips.
- Any decisions in relation to the above will be taken by the appropriate people, including the Assistant Headteacher: Support / SENCO.

Referral Procedures

- Early identification of students with special educational needs is a crucial factor in overcoming barriers to learning. The SENCO will work closely with staff to identify any potential concerns.
- A teacher who considers it necessary for a student to be assessed for special educational needs should refer the matter to the SENCO and provide the necessary evidence.
- If the school deems it necessary to request an EHCP needs assessment application, it will be with the agreement of the parent or the young person.

System used to remove barriers to student progress

- Where a pupil is identified as having special educational needs, the school will take action to remove barriers to learning and put effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs, and of what supports the pupil in making good progress and securing good outcomes. The class teacher is responsible for working with the child on a regular basis and, as such is accountable for their academic progress. The school uses the graduated system identified in the 2014 SEND Code of Practice to ensure students receive high levels of support:

1. Assess

If identifying a child as potentially needing SEND support, there will be a clear assessment of the pupil's needs. This will involve the pupil, parent, class teachers, and the Achievement and Support Teams. It could also involve specialist staff, or external agencies.

2. Plan

All pupils identified as requiring additional SEND provision will be placed on the SEND register, to highlight their needs to staff. Through consultation with the SENCO, parent and the pupil, the adjustments, interventions and support to be put in place will be agreed and communicated to teachers. Some students with complex needs will have a Pupil Profile, to be shared with all staff working with the pupil. Progress of pupils on the SEND register will be closely monitored.

3. Do

Subject teachers will remain responsible for the progress of the pupil, including when interventions involve teaching away from the mainstream class. Teachers will work closely with any SEND assistants, or specialist staff involved, planning effectively for the progress of these students, and assessing the impact of support. Wherever possible, the needs of all children will be met through High Quality First Teaching in the classroom.

4. Review

The effectiveness of the support and interventions, and their impact on the pupil's progress will be reviewed regularly through progress reports, parents' evenings, SEND team meetings and parental contact.

Where a pupil has an Education and Health Care plan, an Annual Review will take place every 12 months, in conjunction with the Local Authority, to review the plan.

Identification of SEND

Concerns about a student's progress may be identified by their Form Tutor, Achievement Leader, a subject teacher, or through our systems, which track student progress. The next step may involve observation of the student (in class or during social times), or may involve using a screening test to assess general cognitive abilities. Parents can contact school to raise a concern about identification of SEND by contacting the SENCO.

Students, who enter the school mid-academic year, may be tested and assessed to identify any potential barriers to learning, and to support the best provision being put in place.

SEND Register

- A SEND register exists for each pupil in each year group who has an EHCP, or has additional SEND needs, and is maintained by the SENCO.
- The SEND Register is available to school staff through the Data Portal, to help and support teaching staff accurately plan for, and teach students with special educational needs.
- The SEND Register is a fluid document that is constantly updated to reflect a child's current needs and support required. The numbers of students on the register, and the information contained will be subject to change.
- Students with complex special educational needs (including those with EHC plans) will have a Pupil Profile in addition to being on the SEND register. This may include academic or social targets, and their provisions (methods of support). The progress made towards meeting these targets will be closely monitored, and feedback from all staff working with these students will be required at various points during the year.

Monitoring and Evaluation of SEND Provision

Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils. This is carried out through a range of strategies including:

- The monitoring of provision and standards by School Governors via a report.
- Data analysis, including scrutiny of narrowing the gap reports by key staff who ask challenging questions.
- Scrutiny of the SEND register to note trends and emerging issues.
- Feedback from review meetings with parents/carers and other professionals involved with the child.
- Learning walks to assess the quality of provision and differentiation made by class teachers
- Learning walks to assess the quality of support provided in the classroom by SEND Assistants

The role of the Governing Body:

- The school has a designated SEND and safeguarding Governor.
- The designated SEND and safeguarding Governor will support the quality assurance of policies and practices including compliance with the LA local offer, which is, reviewed annually.
- The school's SEND and Safeguarding Governor will visit the school to enable them to gain a view on the quality of the school's provision for students with special educational needs. The visits will include formal opportunities for the SEND Governor to review records, observe teaching and speak to students, support staff, teachers and leaders to enable an accurate and detailed view of the school's provision. The feedback on these visits will be in the form of written reports to both the Student Welfare Committee and Full Governing Body throughout the academic year.

Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children 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 special educational needs (SEND) and may have an Education, Health and Care (EHC) 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.

Anti-Bullying Policy

Our school values are taught explicitly and implicitly throughout our curriculum, with a significant focus on mutual respect. Staff safeguarding training recognises that children with special educational needs are more vulnerable to bullying, and staff are expected to be vigilant at recognising the signs of bullying and report any concerns immediately. The bullying of all children is not tolerated, and especially those with special educational needs.

Transition from primary school

Identification and assessment of students with special educational needs begins through liaison with our growing network of feeder primary schools. Our SEND team staff attend EHCP Review Meetings for any Year 5 and Year 6 students intending to come to Rastrick High School.

Meetings and visits between our staff and primary school colleagues take place in the summer term, with the intention of gathering SEND information about all children coming to Rastrick.

Parents are encouraged to come and discuss their child's specific learning needs with the SENCO prior to the beginning of Year 7. There are also additional opportunities for parents to visit us, including the school open evening in September, transition parent's evening and Year 7 parent's evening.

Staff Training

The most appropriate person, who may be the SENCO, another appropriate member of School staff or an external trainer, will provide regular training for staff.

All training resources are available on the School network and are accessible to all School staff.

Funding EHCP (Personal Budgets)

Personal budget requests will not be addressed through the school's special educational provision, as specified in an EHC plan. Any request for personal budgets should be made through the Local Authority high needs funding.

Complaints

If a parent has a complaint about a special educational needs matter, they should follow the procedures laid down in the School's Complaints Policy.