



Rednock School

Quality, Partnership, Success

E-mail: admin@rednockschool.org.uk
www.rednockschool.org.uk

Proposed Policy:	Special Education Needs & Disability	Responsibility Of:	SENDCo
Date of Ratification:	September 2017	Date of Review:	September 2018

SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

Special Educational Needs and Disabilities Coordinator	Gemma Birt
Special Educational Needs and Disabilities Governor	Sally Winterbottom

Contents	Page
Part 1: Introduction	3
1.1 Philosophy	3
1.2 Aims	
1.3 Definition of Special Educational Needs and Disability (SEND)	3
1.4 Reasonable Adjustments Duty	3
1.5 Curriculum Support / Provision	4
Part 2: Structural arrangements	5
2.1 Role and Responsibilities	5
2.2 Admission arrangements	7
2.3 Complaints procedures	7
Part 3: Identification, Assessment and Provision	8
3.1 Identification	8
3.2 Provision	9
3.3 Student profile and reviews	10
3.4 Allocation of resources	10
Part 4: Partnership	11
Appendix 1 - Acronyms	12
Appendix 2 – Staff names, roles and contact details	13
Appendix 3 – Related policies	14

PART 1: Introduction

1.1 Philosophy

All members of staff, with the support from the governors of Rednock School, have a responsibility to ensure that all students are offered a broad, balanced, challenging and inclusive curriculum that will enable them to develop their full potential and become an independent and lifelong learner. Every child and young person at Rednock School is valued, respected and an equal member of the learning community. As such, provision for students with special educational needs ('SEN') and disabilities is a responsibility of the whole school community. The Governing Body, Head Teacher, SENDCo and all other members of staff have important responsibilities and roles to play.

Rednock School acknowledges fully its responsibility to students with SEN and operates in accordance with the following principles:

- All teachers at Rednock School are teachers of students with SEN;
- All students can achieve their very best;
- All students have a right to a broad and balanced curriculum;
- All students should share in all aspects of the life of the school;
- The departments, students and parents should work in partnership;
- Full time education as a right.

1.2 Aims

This policy works towards eliminating disadvantages for students with SEN and disabilities by:

- using best endeavours to ensure that all students (including those with medical conditions) get the support needed in order to access the school's educational provision;
- not treating disabled students less favourably than their peers;
- making reasonable adjustments so that disabled students are not put at a substantial disadvantage in matters of admission and education;
- ensuring that students with SEN and disabilities engage as fully as practicable in the activities of school alongside students who do not have SEN and disabilities;
- ensuring parents are informed when special educational provision is made for their child and are kept up to date as to their child's progress and development.

1.3 Definition of Special Educational Needs and Disability (SEND)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of children their age; or
- have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

Not all students who have SEN are disabled. Not all disabled students have SEN.

1.4 Reasonable Adjustments Duty

The school has a duty to make reasonable adjustments for students who are 'disabled' within the meaning of the Equality Act 2010. A child is disabled if they suffer from a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities Long term means that the disability will have lasted or be likely to last for 12 months or more.

The school's duty to make reasonable adjustments arise where a disabled student is put at a substantial disadvantage compared with a student who does not have disability.

The school will seek to ensure that disabled students are not put at a substantial disadvantage by making reasonable adjustments:

1. to policies, criteria and practices (i.e. the way the school does things); and
2. by providing auxiliary aids and services (i.e. provision of additional support or assistance).

There is no standard definition of an auxiliary aid or service. Anything which helps, aids or renders assistance for disabled student is likely to be an auxiliary aid or service.

Once any required adjustments have been identified, the school will consider whether they are reasonable adjustments for the school to make by reference to the following factors:

- whether it would overcome the substantial disadvantage the disabled child is suffering;
- the practicability of the adjustment;
- the effect of the disability on the student;
- the cost of the proposed adjustment;
- whether it will be provided under a statement of special educational needs from the Local Authority;
- the school's resources;
- health and safety requirements;
- the need to maintain academic, musical, sporting and other standards; and
- the interests of other students (and potential students).

The school will discuss the proposed adjustments with parents and, where appropriate, the student, the SENCo, and (with the parents' consent) any appropriate third party, which may include a medical practitioner or educational psychologist. The school will take into account the wishes of the parents and, if appropriate, the student, as well as third party advice on what adjustments may be effective. Where an adjustment is considered reasonable by the school to make, the school will make that adjustment.

Further detail on the school's commitment to inclusive policies and practices, including in relation to students with disabilities, can be found in the Equality and Diversity Policy.

1.5 Curriculum support / provision is achieved by:

- 1 Identifying, and assessing individual student's needs;
- 2 Reporting the students' needs to all members of school staff;

- 3 Provide and deliver an appropriate curriculum, taking into account the National Curriculum, examination syllabuses and continuity and progression for the student. This should include;
 - Suitable teaching materials
 - Effective, differentiated teaching strategies
 - A supportive learning environment
 - Encouraging a positive self-image
- 4 Provide learning support through;
 - Curriculum development
 - The targeted deployment of support staff
 - Staff training through the Nutshell Programme which is a comprehensive CPD programme to ensure that all teaching staff have the skills to differentiate effectively and meet the needs of all students in the classroom
- 5 Providing additional support through the pastoral system which includes Tutors, Community Support Officers / Community Leaders and SEND Key Workers;
- 6 The use of outside agencies where necessary and appropriate;
- 7 Regularly monitor individual progress ensuring we are supporting students in the best way, making amendments where necessary and ensuring that provision is not made for longer than is necessary;
- 8 Encouraging students with SEND to actively be involved in decisions affecting their SEND provision;
- 9 Ensure that the school work in partnership with parents/carers of students with SEND and ensure that there is effective communication between parents/carers and school;
- 10 Ensuring that Teaching Assistants and Teachers collaborate effectively for the best outcomes of individual students.

PART 2: Structural Arrangements

2.1 Roles and Responsibilities

Governing Body:

The Governing Body has overall responsibility for determining school policy and provision for pupils with SEN and disabilities.

SEND Governor:

The role of the SEND Governor is to help raise awareness of SEND at governing body meetings. They are responsible for informing the Governing Body on all aspects of the school's work with SEND students and ensuring the Governing Body as a whole oversees effective SEND provision and offers appropriate support and challenge in the areas of SEND that relate to:

- Up-to-date information on the quality and effectiveness of SEND provision within the school taking into account the views of students and parents
- Reviewing of the school's policy on provision for students with SEND and ensure that the school website publishes the school's SEND offer in accordance with the SEND Code of Practice (2015).
- Accountability for the educational performance of SEND students.

Head Teacher:

The role of the Head Teacher is to set objectives and priorities in the school development/Improvement plan. The Head Teacher is also responsible for overseeing all aspects of the school's SEN provision and keeping the Governing Body fully informed of the implementation of the school's policy in practice.

SEND Co-ordinator:

The role of the SENDCo involves:

- The day to day line management and organisation for provision for students with SEND as set out in the SEND Code of Practice (2015);
- Contributing to the strategic development of SEND provision;
- Co-ordinating, tracking and monitoring the impact of provision for students with SEND;
- Promoting the inclusion of SEND students within the school community;
- Liaising with and advising teachers and contributing to the wider professional development of staff;
- Effective management and deployment of SEND support staff;
- Maintaining records of provision and disseminating information about students' needs;
- Liaising with parents and carers;
- Liaising with external agencies;
- Reporting on the progress of students with SEND.

The Role of Teaching Assistants

The SENDCo deploys a large team of Teaching Assistants to support students. This includes targeted and specialist interventions such as the Literacy, Numeracy, Social Skills and Sound Training in addition to supporting learning in the classroom. Teaching Assistants provide support across the curriculum for students with Statements/EHCPs, as well as for other students with SEND.

The Role of SEND Teachers

Two SEND teachers work alongside the SENDCo and Teaching Assistants assessing and supporting students with SEND. Their main responsibilities include:

- Testing for access arrangements for external examinations and for specific learning difficulties including dyslexia
- Withdrawal teaching of students with specific learning difficulties and management of projects based around specific learning difficulties

Head of Department

The role of the Head of Department involves:

- Ensuring the departmental practice adheres to the school's SEND Policy
- Ensuring appropriate curriculum provision and delivery for students with SEND
- Monitoring the progress of SEND students within their department
- Planning, in collaboration with the SENDCo strategies to address slow progress
- Working with the SENDCo to strategically deploy any TAs that are attached to their subject area so that there is maximum impact on the progress of students with SEND.

Curriculum Leaders

The role of the Curriculum Leaders include:

- Monitoring the progress of all students in their house, both individually and by student group;
- Planning, in collaboration with the SENDCo strategies to address slow progress;
- Monitoring the behaviour and attendance of all students including those with SEND;
- Planning, in collaboration with the SENDCo and Heads of Department strategies to support ;students where social, emotional and mental health needs are impacting on their behaviour and progress.

Teachers – “All teachers are teachers of special needs and disabilities”

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

- Devising strategies and identifying appropriate differentiated methods of access to the curriculum;
- Recognising that central to the work of every child is the plan, teach, assess and evaluate cycle that takes into account the wide range of abilities, aptitudes and interests of the students in their classes;
- Ensuring SEND information is considered in lessons and that strategies for each student are adapted to be subject specific;
- Monitoring progress of students with SEND against agreed targets;
- Be fully aware of the school’s procedures for students with SEND;
- Raising individual concerns to the SENDCo, the Head of Department and or the Community Leader as appropriate;
- Teachers will contribute to the review process for individual students with SEND;
- Teachers within their tutor role maintains pastoral responsibility and oversight for children with SEND.

Parents and Carers

- Parents/carers are responsible for liaising with the relevant members of staff, supporting their child and informing the school of any changes to their child’s needs.

Students

- Students are responsible for taking an active role, and a positive attitude towards, their learning.

All teaching and non-teaching staff are responsible for helping to meet a student’s needs (irrespective of any specialist qualifications or expertise). All staff are expected to understand this policy so that the school can identify, assess and make provision to meet those needs.

2.2 Admission Arrangements

The School’s Admission Policy is in line with Local Authority policy, wherein access is available to all students within the school’s capacity and its ability to fulfil need. The school acknowledges in full its responsibility to admit students with already identified SEN and disabilities, as well as identifying and providing for those not previously identified as having SEN and disabilities.

In the case of a student with a Statement of Special Educational Need or Education Health Care Plan (EHP), the local authority has a responsibility to name the school the student should attend.

2.3 Complaints Procedure

The School's complaint procedures are set out on the school website. Parents/carers are informed of this via a handbook issued at the start of the year. Each student's form tutor/community leader will work closely with parents/carers at all stages in his/her education and should be the first port of call in case of any difficulty. Parents/carers of students with SEND whose concerns cannot be resolved through the form tutor/community leader will be directed to the SENDCo, who will follow it up. However, if a parent or carer is not satisfied with the response given, the Complaints Procedure outlined in the school's policy will be followed. For students who hold a Statement or EHCP should there be a complaint regarding the statement or plan please address this complaint with SEND Casework, Shire Hall (Local Authority).

Part 3: Identification, Assessment and Provision

3.1 Identification

Special educational provision may be triggered when students does not make expected progress, despite having access to a differentiated programme. However, slow progress and low attainment do not necessarily mean that a child has SEN (and should not automatically lead to a student being recorded as having SEN). However, where the school reasonably considers that a student may have a learning difficulty, for example where there are early indications that a student is not making expected progress, the school will do all that is reasonable to report and consult with parents and the student (as appropriate) to help determine the action required including whether any additional provision is needed.

The need for additional provision may therefore be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum;
- Working at a level significantly below age expectation, particularly in Literacy and Numeracy;
- Presenting persistent emotional / and or social difficulties, which have not been managed by appropriate strategies usually employed;
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment;
- Poor communication or interaction, requiring specific interactions and adaptation to access learning.

The school uses the graduated response as outlined in The SEND Code of Practice The emphasis is on early identification; this is not about labelling the child as having SEN but working out what action may be required to support the child.

The SEND Code of Practice refers to four broad categories of need:

- Cognition & learning;
- Communication & interaction;
- Physical and/or sensory;
- Social, emotional and mental health.

The process of collating information about children with SEN begins in Year 5 as part of the primary transfer procedure.

- The SENDCo or member of the Student Development team where possible attends Year 5 and / or Year 6 Annual Review Meetings for students with statements of SEND or EHCPs.

- The Primary Liaison Coordinator, SENDCo, Educational Psychologist and relevant Advisory Teachers host an annual meeting for the transfer of Year 6 SEND information in Term 6 each year, to enable careful succession planning.
- Admissions information including CATs, KS2 SATs scores (where used), teacher assessments and Year 6 annual reviews are used to inform provision.
- In addition, as part of transition, Rednock School asks its feeder primaries for a wide range of information, such as behaviour data, any concerns regarding peer groupings etc. All of this additional data is used to gain as broad a picture as possible for each student.

Once students join Rednock School identification and assessment to inform provision continues:

- Standardised reading comprehension, spelling tests and CATs testing is conducted at the start of Year 7.
- Students with SEND are assessed by a specialist teacher during Year 9 or Key Stage 4 to identify those who need access arrangements for external examinations.
- Students with suspected SpLD are tested in school, according to level of need, by a specialist teacher. Parents are consulted by letter before such testing occurs.
- On-going classroom assessment by teachers and teaching assistants (2 formal assessments in each area every term).
- Targets are recorded on the front of exercise books and assessment folders.
- Parental/carer concerns are investigated.
- Advice from external agencies is sought (EP, LA advisory services).
- On-line dyslexia screener programme is used for identified students following the reading and spelling tests in September of Year 7. Parents are consulted before any testing takes place.

The school recognises that some students with a SEN may also have a disability. The school will do all that is reasonable in order to meet the needs of students with disabilities.

Provision 3.2

Teaching students with SEND is a whole school response. The majority of students at Rednock School learn and progress through differentiated arrangements delivered by the class teacher.

The Senior Leadership Team alongside, Curriculum Leaders and Heads of Department, regularly and carefully reviews the quality of teaching for all students, including those students with SEND. This happens through learning walks, book scrutiny and curriculum reviews.

As set out in the new Code of Practice, we use a graduated approach (Gloucestershire's Graduated Pathway) in meeting the needs of students with SEND. A level and type of support is provided to enable the student to achieve adequate progress, Provision is identified and managed by the SENDCo but will be planned and delivered by teaching and support staff.

Wave 1 – Quality First Teaching by all teaching staff.

Wave 2 – Is initiated where students have failed to make adequate progress as identified by the SENDCo/Curriculum Leader through the assessment arrangements as in 3.1

Criteria for wave 2 may include:

- Low Numeracy / Literacy scores;
- Not meeting age related expectations in KS 2 SATS;
- Teacher's observations;
- Primary Teacher's comments ;
- Concerns from parents.

Provision from within the school's resources is identified to help meet the student's needs.

Interventions may include

- Additional learning programmes such as Literacy and Numeracy;
- Smaller class sizes;
- Appropriate teaching groups/sets;
- Classroom support;
- Subject specific interventions delivered through specific subjects;
- Mentoring through the Community Support Officers, Community leaders, or Tutors;
- Additional staff training.

Wave 3 – Where students fail to make adequate progress, despite additional provision At Wave 2, the school seeks involvement from external support agencies.

They are requested to:

- Provide specialist assessments;
- Give advice on teaching strategies or materials;
- Provide short-term support or training for staff.

Provision is monitored and reviewed and new strategies are put in place where necessary. If a student remains a significant cause for concern and should that student require additional provision on a regular basis for an extended period of time then the school and/or parent/carer may decide to request that the Local Authority undertakes a statutory assessment. This may lead to the student being provided with an Education, Health and Care Plan (EHCP). The process of target setting, monitoring and reviewing remains the same as Wave 2

3.3 – Student Plans and Reviews

The strategies that will be employed at Wave 2 and Wave 3 are recorded in the Student My Plans, My Plan Plus or EHCP.

These plans may include:

- Access arrangement information
- Teaching strategies to be used
- Additional provision to be put in place
- Educational outcomes

All plans are available to all staff who support the student's learning. Plans are reviewed and updated in collaboration with parents/carers and the student a minimum of annually. New outcomes and strategies are shared with relevant staff, the student and parents/carers. Prior to the review feedback will be sought from the student, the key worker and relevant staff with regards to the students' progress towards their outcomes.

3.4 Allocation of Resources

Through delegated SEND budget, the school provides:

- Small class teaching in core subjects in Sets 4/5 for students with significant learning difficulties;
- 2 small classes for Year 7 in the Skills Based Curriculum enabling students to receive intensive literacy and numeracy intervention;
- 2 Student Support Officers to assist students with organisational and / or medical difficulties;
- 4 Community Support Officers to assist students with pastoral matters, especially pertaining to social and emotional difficulties;
- Departmental Teaching Assistants for the core subjects, i.e. Maths, English and Science;
- The advice and guidance of the Education Psychology Service where appropriate.

Part 4: Partnerships

In school

The SENDCo is a member of SLT and liaises with Community leaders and Heads of Department. All staff are updated on specific students with SEND as required.

Parents/Carers

Rednock School actively seeks to work with parents/carers and values the contribution they make. Parental views are recorded as part of the annual review process and parents/carers are encouraged to attend Parents' Evenings where the student's progress is discussed with subject teachers.

Students

Rednock School acknowledges the student's role as partner in his/her own education. Students are actively encouraged to be involved in the decision making by attending all reviews and be involved with negotiating and evaluating their outcomes. Students views are recorded as part of the review process and their views are valued and listened to.

External Support

The school aims to work in partnership with other agencies in order to provide an integrated support based in the needs of the student. The main external support agencies used by Rednock School include:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- The Advisory Teaching Service
 - Communication and Interaction
 - Visually Impaired
 - Hearing Impaired
 - Physical Disabilities
 - Cognition and Learning
- Children and Young People's Service (CYPS)
- Health Care Professionals
 - School Nurse
 - Community Paediatrician
 - Physiotherapists
- Families First
- Youth Support Team

- Children's Services
- Gloucestershire Safeguarding Children Board (GSCB)
- The Virtual School (for children in care)
- SEND Casework
- Education, Entitlement and Inclusion Team
- Young Carers

Part 5: Other matters

5.1 Three-year Accessibility Plan

A copy of the school's Accessibility Plan can be provided upon request by writing to [● INSERT]]. This sets out the school's plan to increase the extent to which disabled students can participate in the school's curriculum; improve the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the school; and improve the delivery to disabled students of information which is readily accessible to students who are not disabled.

5.2 Bullying and Behavioural Issues

All students are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Students are taught through the curriculum, PSHE and [● INSERT]] the importance of respecting each other and behaving towards each other with kindness, courtesy and consideration. The school's behaviour and anti-bullying policies make clear the seriousness of bullying, victimisation and harassment and that appropriate sanctions will be applied to any student who displays inappropriate behaviour.

The school recognises that disabled students or those with SEN may be particularly vulnerable to being bullied. The school's Anti-bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

The school also recognises that bullying (or other matters such as bereavement) can lead to learning difficulties or wider mental health difficulties. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN but where there are concerns, an assessment may be undertaken to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

The school recognises that children with SEN and disabilities can face additional safeguarding challenges and additional barriers can therefore exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers

The school's Child Protection and Safeguarding Policy will be followed if there are any safeguarding concerns relating to a child.

Appendix 1 - Acronyms

CoP – Code of Practice (2014)

SEND – Special Educational Needs and Disability

SENDCo – Special Educational Needs and Disabilities Coordinator

SEMH – Social, Emotional & Mental Health

APP – Assessing Pupil’s Progress

CAF – Common Assessment Framework

CATs – Cognitive Abilities Tests

EHCP – Education, Health & Care Plan

EP – Educational Psychologist

PSP – Pastoral Support Plan

SpLD – Specific Learning Difficulties (including dyslexia)

TA – Teaching Assistant

CPD – Continuing Professional Development

Appendix 2 – Staff Names, Roles and Contact Details

Governors	Name	Contact
Chair of Governors	Pete Broomfield	01453 543618
Safeguarding		
Safeguarding Governor	Sally Winterbottom	01453 543618
Designated Safeguarding Lead	Kath Clements	01453 543618
Looked After Children		
Designated Teacher for Children in Care	Kath Clements	01453 543618
Special Educational Needs and Disabilities		
Special Educational Needs and Disabilities Governor	Sally Winterbottom	01453 543618
Special Educational Needs and Disabilities Coordinator	Gemma Birt	01453 543618
Senior Leadership Team		
Head Teacher & Safeguarding Officer	David Alexander	01453 543618
Deputy Head Teacher	Sharron Cunningham	01453 543618
Assistant Head Teacher	Ben Cheeseman	01453 543618
Assistant Head Teacher	Jo-Ann Hemper	01453 543618
Assistant Head Teacher	Mel Peeling	01453 543618
Assistant Head Teacher	Steve White	01453 543618
Associate Assistant Head Teacher	Demelza Barker	01453 543618
Associate Assistant Head Teacher	Michael Merriman	01453 543618
Associate Assistant Head Teacher & SENDCo	Gemma Birt	01453 543618
Children’s Helpdesk Children's Services	Duty Worker	01452 426565
Local Authority Designated Officer Gloucestershire Safeguarding Board	Jane Bee	01452 426994
SEND Casework Shire Hall Local Authority	Casework Officer	01452 427655

Appendix 3 – Related School Policies

This policy should be read in conjunction with the following policies:

- The Accessibility Plan;
- Equality and Diversity Policy;
- Curriculum Policy;
- Teaching and Learning;
- Gifted and Talented Policy;
- Behaviour for Learning Policy;
- Admissions Policy

Further Information, Advice and Guidance

Equality and Human Rights Commission (EHRC)
Independent Parental Special Education Advice (IPSEA)
Coram Children’s Legal Services