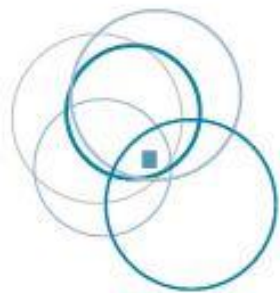




LET
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Rhyddings

SEND Policy

January 2024 – January 2025

Respect Yours Determination Neighbourly Supportive
Honesty Democracy Inspire Generous

Approved by: **LET Education Trust / Rhyddings** **Date: February 2024**

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Introduction:

Rhyddings is committed to meeting the special educational needs of all its pupils. We provide a broad, balanced and relevant curriculum. We aim to provide a safe and nurturing environment where all our pupils are encouraged to participate fully in their learning journey. We aim to meet the needs of the whole child by removing barriers to learning, raising self-esteem and developing independence.

Aims and Objectives

1. To ensure that all pupils participate in their learning and increase their responsibility for their learning / behaviour as they move through the school.
2. To establish good working relationships with parents, carers and all stakeholders.
3. To offer a broad, balanced and personalised curriculum that is accessible to all pupils and promotes high standards of achievement.
4. To ensure that the learning needs of all pupils are identified and assessed as early as possible, and their progress is closely monitored.
5. To ensure all staff are involved in planning and meeting the learning needs of all pupils.
6. To facilitate effective and transparent liaison with special schools and outside agencies.

Compliance

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (September 2014) and has been written with reference to the following guidance and documents:

- SEND Code of Practice 0-25 (September 2014)
- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014) (see www.sendgateway.org.uk Hampshire's Illustrative Regulations as a guide for schools completing SEN Information Report)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Teachers Standards 2012
- Accessibility Plan
- Behaviour Policy
- Child Protection Policy
- Safeguarding Policy
- Keeping Children Safe in Education (2022)

The SEND policy is reviewed annually.

SECTION 1

Roles and Responsibilities

The Local Governing Board has identified a governor to have oversight of special educational needs provision in the school and to ensure that the full Local Governing Board is kept informed of how the school is meeting its statutory requirements. At Rhyddings this role is undertaken by a dedicated SEND Governor, Mrs Karen Crawshaw, who will meet regularly with the Headteacher, Mr Williams, and SENDCo, Miss Widdowson. The Headteacher is the school's "responsible person" and leads and manages the school's special educational needs work on a day to day operational level.

At Rhyddings this role is delegated to an Assistant Headteacher, Mrs Ali. At Rhyddings the SENDCo is a member of the Extended SLT and Mrs Ali is the SENDCo's advocate on the SLT. In addition, the SENDCo will attend SLT meetings on a monthly cycle to have direct access to the SLT. The Headteacher will keep the Local Governing Board informed about the special educational needs provision made by the school.

The SENDCo and the Assistant Headteacher will work closely with the dedicated special needs governor to ensure the effective day to day operation of the school's special educational needs policy. The Headteacher/Assistant Headteacher and the SENDCo will identify areas for development in special educational needs and contribute to the school's development plan.

The SENDCo will coordinate provision for pupils at SEN Support and for EHCP pupils. All staff and non-teaching staff will be invited to be involved in the formulation of the special educational needs policy. They are responsible for the adaptive teaching and scaffolding the curriculum for pupils with special educational needs and will monitor their progress. All Teachers, Subject Leaders, Pastoral Year Leaders and Curriculum Area Leaders will review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum material. All staff will work closely with the SENDCo, and Teaching Assistants.

The SEND Governor will:

- Help to raise awareness of SEND issues at Local Governing Board meetings;
- Monitor the quality and effectiveness of SEN and/or Disability provision within the school and update the Local Governing Board on this;
- Work with the Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

The Headteacher will:

- Work with the SENDCo and SEND 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.

The Headteacher is the school's lead person who manages the day to day special educational needs at an operational level. This role is overseen by the Assistant Headteacher. The SENDCo and the Assistant Headteacher work very closely together and the SENDCo attends the Senior Leadership Team meetings on a cycle throughout each term.

The SENDCo and Assistant Headteacher will:

- Liaise with the special educational needs governor to ensure that they are informed of the strategic over of the SEND department.

The SENDCo will:

- Identify areas for development in special education needs and contribute to the school's development plan;
- Coordinate provision at SEN support and for EHCP pupils.

Class Teachers will:

Each class teacher is responsible for:

- High Quality Teaching;
- Implementing the Graduated Approach;
- 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 SENDCo to review each pupil's progress and development and decide on any changes to provision;
- Ensuring they follow the SEN policy.

All staff will:

All staff, both teaching and non-teaching, are aware of the special educational needs policy and have a knowledge and understanding of the school's aim to provide a safe and nurturing environment that meets the needs of all SEND learners.

Teaching staff are responsible for providing an accessible curriculum and scaffolding learning for learners with special educational needs. All teachers will assess and monitor pupils' progress in their subject area as well as Subject Leaders and Pastoral Year Leaders, who will be alerted to any pupils who are not making expected progress. All staff will liaise with the SENDCo and SEND team of teaching assistants.

SECTION 2

Inclusive Practice

Our approach to teaching pupils with SEND

Rhyddings aims to provide an inclusive environment and raise the aspirations and expectations for all pupils with special educational needs and disabilities. Teachers respond to pupils' needs through 'High Quality Teaching' universal, targeted, and specialist support.

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 most 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 a mainstream school. Therefore, teachers respond to pupils needs by:

- High quality teaching;
- Providing support in subject areas;
- Staff recognising that learners have different educational needs;
- Reasonable adjustments being implemented in their learning environments;
- Planning for learners' full participation in all activities and access to all opportunities within the school;
- Building trusting relationships;
- A collaborative approach;
- Ensuring that pupils feel safe and secure within the classroom;
- Empowering pupils by providing access to choose and select different learning approaches to meet their individual needs.

Adaptations to the curriculum and learning environment:

We make the following adaptations to ensure all pupils' needs are met:

- Adaptive teaching within our curriculum to ensure all pupils can access it, for example, by flexible grouping, scaffolding, modelling, the use of technology, etc.;
- Adapting our resources and staffing;
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.;
- Scaffolding our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

This policy aims to support the principal aim that our teaching and learning is inclusive. The school is committed to providing opportunities to enable any learner with SEN to be fully included in all aspects of school life. Most of our learners' needs will be met by high quality teaching and reasonable adjustments in the classroom, as additional support and interventions cannot compensate for subject specialist teachers and adaptive teaching.

The four broad areas 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 and speech and language difficulties
- **Cognition and learning**, for example, dyslexia, dyspraxia and moderate learning difficulties
- **Social, emotional and mental health difficulties**, for example, attention deficit hyperactivity disorder (ADHD),
- **Sensory and/or physical needs**, for example, visual impairments and hearing impairments

This also includes:

- **Medical Conditions**
- **English as an Additional language (EAL)**

The school employs Specialist Support Teachers, HLTA's and Teaching Assistants. There is a facility for supporting pupils experiencing communication difficulties. Teachers can refer pupils to a team of Pastoral Year Leaders who can place pupils on a pastoral support programme which is regularly reviewed. The SEND base area and Hub are equipped with ICT facilities to access a variety of specialist programmes as well as general access. A range of regularly updated resources is at our disposal to support the development of literacy and numeracy.

SECTION 3

Identifying pupils with SEN, assessing and reviewing their needs:

The SEND Code of Practice, 2014 describes the four broad areas of need, giving an overview of the wide range of needs which need to be planned for. The needs of the whole child will be considered, not just the special educational need of the

pupil, to ensure that a full range of the learner's needs are identified, not just their primary need, as identification is used to inform us of what action school needs to implement for our learners.

The SENDCo will work with all staff to ensure pupils who may need different support to that which is provided for within the classroom are identified as early as possible.

- Transition and primary liaison officer communicates with schools during the summer term and will identify those pupils who currently have an Education, Health and Care Plan, those who currently have SEN Support and pupils who will have access arrangements in their SATS.
- Additional Year 6 transition days for SEN pupils to meet the SEND department, form tutors and Pastoral Year Leaders.
- Year 7 pupils will complete additional subject baseline assessments tests alongside being screened for phonics intervention.
- Initial concerns checklist will be completed by teachers and high-quality teaching strategies, scaffolding strategies will be implemented accordingly.
- Targeted pupils in Years 9, 10 and 11 will be assessed for Access Arrangements for examinations.
- Use of the Key Stage 2 assessment results as a benchmark on entry.
- SNAP – Special Needs Assessment Profile.
- Class teachers will make regular assessments of progress for all pupils and identify those whose progress is significantly slower than that of their peers starting from the same baseline.
- Failure to close the attainment gap between the child and their peers.
- Pupils concerns.
- Parental concern may trigger further investigation.
- In class observations.
- Whole school monitoring systems.

This may include progress in areas other than attainment, for example, social, emotional and mental health needs. Slower progress and low attainment will not automatically mean a pupil is recorded as having SEN.

The school will not identify pupils as having special educational needs unless we are providing provision that is 'additional to and different from' that which is implemented in the classroom.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether something different or additional is needed.

Consulting parents and pupils:

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strengths and difficulties;
- We consider the parents' concerns;
- Everyone understands the agreed outcomes sought for the pupil;
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and given to their parents. We will notify parents when it is decided that a pupil will receive SEN support. Parents will be involved in the review process throughout the year – Parents' Evenings and termly updates.

SECTION 4

A Graduated response to SEN support

Assessing and reviewing pupils' progress towards outcomes

We value the principles of the Education, Health and Care Plan and adopt the graduated approach in order to ensure that pupils SEN are distributed whole school and appropriate support is implemented.

Rhyddings follows the Graduated Approach to SEN support which is documented in the SEND Code of Practice (0 – 25). We follow the graduated approach and the four-part cycle of **Assess, Plan, Do, Review**.

ASSESS

The class or subject teacher and support staff will work with the SENDCo to carry out a clear assessment of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Identification of barriers to learning
- Advice from external support services, if relevant
- In class observations
- Initial concerns checklist and strategies implemented

The assessment will be reviewed regularly.

PLAN

The SENDCo, teaching staff and support staff will plan the next steps in the cycle:

- Provide high quality teaching strategies
- Targeted and additional support if needed

- Individual specialised interventions if required
- Clear long-term outcomes
- Short term targets to meet outcomes

The school's aim of inclusive practice for pupils who are identified as SEN is that interventions should take place within the classroom setting. However, in the best interest of the pupil there may be occasions or designated periods of time when there is a need for intensive specialist intervention programmes to be implemented as either 1-1 or small group work. Parents will be consulted and be involved in the discussion with regards to the adaptation of provision when the need for specialist intervention arises.

DO

All the support and relevant interventions will be implemented by the teachers, teaching assistants and staff in the SEND department.

REVIEW

The progress of the pupils will be reviewed using targeted learning plans throughout the year, termly reviews will be used to evaluate the effectiveness of the support and interventions. The review process will provide the relevant information to inform the setting of targets.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. The targeted learning plans are used to plan, evaluate and review the effectiveness of interventions and if specific short and long-term targets have been met. Parents will be invited to take part in the review and target setting process.

Where higher levels of needs are identified, specialist assessments will be requested from external agencies and professionals.

Links with specialist agencies

All the services that are involved with the identification and provision for pupils are viewed as being part of a collective partnership whose aim is to provide as highlighted in the Code of Practice (0-25), and integrated, high quality, holistic support, which focuses on the needs of the child. The following services are available: -

- Specialist Teacher input (SEND Traded Team)
- Educational Psychologist (EP)
- Speech and Language Therapy (SALT)
- Play Therapists
- We Are With You
- ADHD Northwest
- Children's Social Care
- SENDIAS
- Intensive Education Support Team

- Children's Champion
- Health Services
- East Lancashire Child and Adolescent Services (ELCAS)
- Mental Health in School Team (MHST)

Some pupils' progress and attainment can be impacted by other factors that are not a special educational need:

- Disability (The SEND Code of Practice outlines the 'reasonable adjustment' duty under the current Disability and Equality legislation but these alone do not constitute SEN);
- Attendance and punctuality;
- Health and Welfare;
- English as an additional language – EAL;
- Being in receipt of a Pupil Premium Grant;
- Being a Looked After Child;
- Being the child of a serviceman/woman

Furthermore, identifying behavioural concerns is not an appropriate way of describing a SEN need. Any behavioural concerns will be explored with staff, parents, pupils and their Pastoral Year Leader, and any underlying need will be investigated. The school will work closely with all parties to decide on the appropriate course of action.

SECTION 5

Supporting Pupils and Families

Admissions

Pupils with special educational needs will be admitted to Rhyddings in line with the school's admission policy. As a school we are aware of the statutory requirements of the SEND and Disability Act and we meet the Act's requirements. The school will use their initial induction meetings to work closely with parents, carers and previous education facilities to ascertain whether a pupil has a special educational need. If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a differentiated curriculum.

Supporting pupils moving between phases and preparing for adulthood

The transition from Key Stage 2 to Key Stage 3 is supported with the primary liaison officer and the SENDCo, who liaise with primary staff in order to ensure a smooth transition for all pupils. These informed discussions provide us with a detailed pupil profile which enables us to ensure that the appropriate resources and information are in place for staff and pupils.

The transition from Key Stages within school, KS3 – KS4, is supported by the teaching assistants and a detailed pupil passport is used to ensure that staff have a detailed overview on pupils.

We will share information with the school, college, or other setting the pupil is moving to. This will provide the opportunity for a smooth transition for the learners.

Pupils have access to 1-1 careers support with our career's guidance officer. The pupils' voice regarding their aspirations and career goals are shared with staff. They will also have support with regards to accessing application forms for college as well as opportunities to visit and have induction sessions in preparation for adulthood.

SECTION 6

Monitoring and Evaluation of SEN

Success Criteria

We are committed to the principle of self-evaluation in order to:

1. Ensure the pupils make progress
2. Support the ethos of the school
3. Improve efficiency and effective deployment of resources
4. Enhance quality of provision
5. Improve standards

SEND Records

The school SEND records will collate and record the school's responses at all stages and information collected at review meetings will be included. An appropriate combination of the following information regarding individual pupils will be available in school for scrutiny at any time:

- Special Needs List
- Description and nature of pupil's difficulty (Arbor/SEN Pupil Information)
- Pupil Targeted Learning Plans and evaluation
- Reviews
- Reports from other agencies
- Quantitative Judgements
- Evaluating the performance of SEND pupils in internal assessments and GCSE Examinations, particularly in relation to targets
- Monitoring of numbers and movement of pupils on the SEND List at the various stages
- Monitoring of the range of different needs on the SEND List
- Use of whole school tracking systems in every curriculum area by all staff to identify the progress of SEND pupils
- Monitoring of reading, spelling and numeracy scores.
- Monitoring parental involvement through attendance at reviews and Parents' Evenings
- Use external validated data and internal data analysis
- Evaluating Pupil Targeted Learning Plans

Qualitative Judgments

Qualitative judgments of success include:

- Pupil feedback using a learning support leaver's questionnaire / tell us what you think forms;
- Staff views;
- Evaluating concerns and comments from colleagues;
- Evaluating achievements in relation to targets set in the annual SEND and whole school development plans;
- Monitoring teaching and learning strategies through the whole school appraisal system. This includes lesson observations within the SEND department, other departments and by senior management;
- Reviewing the effectiveness of individual pupil targets by subject through annual review procedures, which invite staff to comment on existing targets, and by suggesting new ones;
- Parental and pupil comments and contributions at reviews and through questionnaires;
- EPS, Advisor and LA feedback;
- Ofsted parent questionnaires and reports;
- Involvement in the LA SEND Reviews;
- Evaluation of our systems;
- Pupil and Parent questionnaire responses.

SECTION 7

Additional Information

Access Arrangements

Some pupils require Access Arrangements when sitting external examinations. Assessment for these takes place at the end of Year 9/10 and are the responsibility of the SENDCo, access arrangements lead, and the examinations officer. Such arrangements should reflect a pupil's usual way of working and the test scores need to be considered alongside evidence of a pupil's needs. It should be noted that being on the SEND register does not necessarily constitute sufficient evidence to provide Access Arrangements and ultimately the decision is that of the school.

Medical Conditions

The school recognises that pupils with medical conditions should be properly supported so that they can have full access to education, including school trips and physical education. Some pupils 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 pupils may also have special educational needs and may have an 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.

Access for the disabled

As part of the school's Accessibility Plan, access to the physical environment of the school will be audited with regard to pupils with complex difficulties. All areas of the school are accessible for wheelchair access except from 3 classrooms on a second

floor in the main building, The HUB', run by Learning Support Staff, is also on a second floor in the main building and in B block, which is the performing arts/music building.

Some laptops are available to help pupils access the curriculum. 'The Base', run by Learning Support staff, is also accessible at to assist the pupils in a variety of ways if needed. The school has a medical room and access to a school nurse. The SENDCo works closely with paediatricians and medical staff to provide 'joined up' support for pupils. Appointments are made with the school nurse as required. The school has an extensive team of trained First Aiders. Staff are trained in the use of 'epipens' and receive training on the support of diabetes, epilepsy, and eczema as appropriate. Individual Health Care Plans are reviewed annually and are available centrally for staff. We embrace the principles of the single 'Education, Health and Social Care Plan' which will replace Statements of SEND from March 2018

- The Local Authority offer can be found on the Lancashire County Council website <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>
- The school's SEND information report is available on the school website.
- Wellbeing Prevention & Early Help Services (young people's services)
- Ethnic Minority, Gypsy, Roma and Traveller Achievement Service
- Children's Social Care
- School Nurse
- Inclusion and Disability Support Service
- SENDIASS (**Special Educational Needs and Disabilities Information Advice and Support Service**)

Training and Resources

Special educational needs provision at Rhyddings is funded through the school's delegated budget. Some pupils who have Education, Health and Care Plans receive Top Up Funding from the Local Authority which is incremental according to their personal assessed needs.

Continuous professional development will be available in respect of SEND for whole school, departmental, individual members of staff, trainees and pupils. The SENDCo delivers basic SEND training including training on the school's SEN systems. The provision of other additional training will be allocated where there is deemed to be a recognised need in accordance with the school's development plan and CPD policy.

A record of all SEND training delivered and subsequent evaluations is kept by the SENDCo. The school's SENDCo regularly attends the LA SENDCo network meetings in order to keep up to date with local and national SEN updates.

The SENDCo links with other local high schools and other local SENDCo's.

Complaints

Parents and carers are viewed as partners working alongside the school and are welcome to query decisions made by the school in accordance with the school's designated channels. If after discussions on raising a concern and the parents/carers

are not wholly satisfied with the response from the school, then they should follow the school's Complaints Policy. If at this point, they do not agree with the outcome they have the right to appeal to the authority's SEND tribunal.

Monitoring Arrangements

This policy and information report will be reviewed by the SENDCo annually. It will also be updated if any changes to the information are made during the year. It will be approved by the Local Governing Board.

Links with other policies and documents

This policy links to our policies:

- Accessibility Plan
- Behaviour for Learning Policy
- Equality information and objectives
- Supporting pupils with medical conditions

Date of implementation: February 2024

Date of review: Annually