



Rednock School

Quality, Partnership, Success

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Proposed Policy:	Special Education Needs & Disability	Responsibility Of:	SENDCo
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SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

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Special Educational Needs and Disabilities Coordinator - Community Leader	Ms S Chinnock
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1. Aims

Our SEND policy and information report aims to:

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

1.1 Philosophy and Vision

Our motto at Rednock School is that 'Every Body Matters' and in line with this philosophy it is crucial that all students with SEND are given the opportunity to learn and succeed to their full potential.

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 ('SEND') 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 SEND and operates in accordance with the following principles:

- All teachers at Rednock School are teachers of students with SEND;
- 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 is a right.

1.2 Aims

This policy works towards eliminating disadvantages for students with SEND 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 SEND and disabilities engage as fully as practicable in the activities of school alongside students who do not have SEND 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.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

3. Definitions

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

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Mrs Kerala Cole. Mrs Cole works alongside the in school operational SENDCO- Mrs Kath Clements and Community Lead SENDCO – Ms S Chinnock to fulfil the requirements of the role and provision required.

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEND up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Community Leaders

The role of the Community Leaders include:

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

4.5 Class teachers “All teachers are teachers of special needs and disabilities”

Each class teacher is responsible for:

- The progress and development of every student 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 student’s progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

4.6 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.

4.7 Students

- Students are responsible for taking an active role in, 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.

5. SEND information report

5.1 The kinds of SEND that are provided for

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

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

5.2 Identifying students with SEND and assessing their needs

Special educational provision may be triggered when students do 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 SEND (and should not automatically lead to a student being recorded as having SEND). 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 SEND 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 SEND 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 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 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 are conducted at the start of Year 7. This testing then continues in line with the literacy policy and program
- 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) takes place.
- Parental/carer concerns are investigated.
- Advice from external agencies is sought (EP, LA advisory services).

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

5.3 Consulting and involving students and parents

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

- Everyone develops a good understanding of the student's areas of strength and difficulty

- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents.

We will formally notify parents when it is decided that a student will receive SEND support.

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 student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a student is placed on a My Plan, a My Plan + or has an EHCP there will be a number of reviews of the student's progress throughout the year. Students and parents will be involved in this throughout.

5.4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the student's needs.

This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

5.5 Supporting students moving between phases and preparing for adulthood

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

The transition from Key Stage 2-3 begins for some students in Year 5 (as set out in 5.2 above) and continues throughout the remainder of their KS2 time ensuring a smooth transition is made. If required students will come to Rednock in advance for extra visits and support.

The transition from Key Stage 4-5 starts for students with EHCPs in Year 10. Planning around their next steps forms part of the formal review process and is planned within that framework. For all other students work is done for this within their Year 11 reviews. The SENDCO or Community Leader will work with parents,

students and the further educational placement (this includes Rednock 6th form) to ensure that details about the students needs are sufficiently transferred.

5.6 Our approach to teaching students with SEND

At Rednock School our philosophy is that 'Every Body Matters' and that all teachers are teachers of Special Education Needs; this belief lies at the heart of our philosophy and approach.

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

High-quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students.

The wide variety of school interventions are mapped out in our [SEND provision document](#).

5.7 Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Expertise and training of staff

Our SENDCO has over 20 years experience in working with students who have SEND. Our operational SENDO has had closer to 30 years in the same field. Together they have a holistic understanding of student needs and how to support them both within the school setting and in alliance with outside agencies

We have two teaching members of staff dedicated to supporting students with SEND, both of whom hold SpLd qualifications.

We have a team of 15 teaching assistants who are trained to deliver SEND provision.

In the last academic year, all staff have been trained in trauma informed practice and supporting students with remote learning

Staff are trained and expert in supporting students with literacy and numeracy as well as social and emotional needs

The team work in association with outside

Staff are supported to keep up to date with information and additional training as identified through their continued CPD

5.9 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals each term
- Using student questionnaires
- Monitoring by the SENDCO
- Reviewing progress, engagement and effort data alongside the community leader team
- Community panel discussions
- My Plan review meetings with parents and students
- Holding annual reviews for students with EHC plans

5.10 Enabling students with SEND to engage in activities available to those in the school who do not have SEND

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

All students are encouraged to go on residential trips when offered

All students are encouraged to take part in all community events and activities

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

The School's Accessibility Plan 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.

5.11 Support for improving emotional and social development

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

- students with SEND are included in all wellbeing activities
- wellbeing activities take place within tutor times and life skills lessons
- there are three members of the teaching assistant team with roles directed to support the social and emotional needs of students
- emotional and social wellbeing classes are put in place for groups of students when a specific need has been identified
- individual emotional and social work is undertaken with students from a wide variety of members of staff
- students with SEND are also encouraged to be part of the lunchtime club to promote teamwork/building friendships

We have a zero tolerance approach to bullying.

5.12 Working with other agencies

The school aims to work in partnership with other agencies in order to provide an integrated support based on 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 Adolescent Mental Health Service (CAMHS)

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)

SENDDD Casework

Education, Performance and Inclusion Team

Young Carers

5.13 Contact details of support services for parents of students with SEND

Parents should feel free to contact the school at any time for support and advice regarding their child's SEND

Parents may also find the [SENDIASS](#) support agency useful for external advice

5.14 Contact details for raising concerns

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 SENDDD whose concerns cannot be resolved through the form tutor/community leader will be directed to the SENDCo / SENDCo Assistant, 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 an EHCP should there be a complaint regarding the plan please address this complaint to SEND Casework, Shire Hall (Local Authority).

5.15 The local authority local offer

Our contribution to the local Offer is: [Rednock Local Offer](#)

Our local authority's local offer is published here: [Local Authority Offer](#)

6. Monitoring arrangements

This policy and information report will be reviewed by the school SENDCO **annually**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on

- Accessibility plan
- Behaviour
- Anti bullying
- Equality information and objectives
- Literacy
- Supporting students with medical conditions
- Remote Learning