



# Rednock School

Quality, Partnership, Success

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Proposed Policy:	<b>Special Education Needs &amp; Disability</b>	Responsibility Of:	<b>SENDCo</b>
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## SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

Special Educational Needs and Disabilities Coordinator	Ms S Chinnock
Special Educational Needs and Disabilities Link Governor	Mrs Di Caesar

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## 1. Aims

Our Special Educational Needs and Disability (SEND) policy aims to:

1. Make sure our school fully implements national legislation and guidance regarding students with Special Educational Needs and Disabilities (SEND)
2. Set out how our school will:
  - Support and make provision for students with special educational needs and disabilities;
  - Make reasonable adjustments necessary to ensure that students with SEND are able to access to all aspects of school life
  - Help students with SEND fulfil their aspirations and achieve their best
  - Help students with SEND become confident individuals living fulfilling lives
  - Help students with SEND make a successful transition into adulthood
  - Communicate with students with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the student
3. Explain the roles and responsibilities of everyone involved in providing for students with SEND
4. Set out how we communicate with, and involve, students with SEND and their parents or carers in discussions and decisions about support and provision for the student
5. Make sure the SEND policy is understood and implemented consistently by all staff

## 2. Vision and Values

Our motto at Rednock School is that 'Everyone 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 and disabilities ('SEND') is the responsibility of the whole school community. The Governing Body, Head Teacher, Specific Educational Needs and Disabilities Co-ordinator (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 as a result of an inclusive environment, where provision is tailored to the needs and abilities of students, no matter how varied;
- 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 staff, students and parents should work in partnership;
- Full time education is a right.

## 3. 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 plans (EHCPs), SEND co-ordinator responsibilities (SENDCo) and guidance for the SEND information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for students with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for students with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all students whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

#### 4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all students, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all students the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that students with SEND are included in all aspects of school life.

#### 5. 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.

#### 6. Roles and Responsibilities

##### 6.1. SENDCo

The SENDCo at Rednock School is Ms Sam Chinnock.

They will:

- Work with the delegated member of The Senior Leadership Team and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Aid Staff with 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
- When a student moves to a different school or institution: Make sure that all relevant information about a student's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the delegated member of SLT and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all students with SEND up to date and accurate
- With the Senior Leadership Team, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development (CPD)
- With the delegated member of SLT, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the Local Authority (LA) in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy
- With the delegated member of SLT and teaching staff, identify any patterns in the school's identification of SEND, both within the school and, in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## **6.2. The Governing Body**

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every student with SEND gets the support they need
- Make sure that students with SEND engage in the activities of the school alongside students who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any students with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for students with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEND information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENDCo for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of students with SEND
- Make sure that all students from year 8 until year 13 are provided with independent careers advice

## **6.3. The SEND governor**

The SEND link governor is Mrs Di Caesar

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 SLT member with delegated responsibility and SENDCo to determine the strategic development of the SEND policy and provision in the school

#### **6.4. Link SLT Member**

The headteacher has delegated responsibility of the following to the SLT Link, Dr Sharron Cunningham.

The SLT Link will:

- Work with the SENDCo and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- With the SENDCo, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the SENDCo, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENDCo and teaching staff, identify any patterns in the school's identification of SEND, both within the school and, in comparison with national data, and use these to reflect on and reinforce the quality of teaching
- Work with the SENDCo and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

#### **6.5 The headteacher**

The headteacher will:

- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual students
- Endeavour to make sure that the SENDCo has enough time to carry out their duties
- Have an overview of the needs of the current cohort of students on the SEND register
- Advise the LA when a student needs an EHC needs assessment, or when an EHC plan needs an early review
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability
- Ensure that the SENDCo is a qualified teacher who completes the National Award for Special Educational Needs Coordination within 3 years of appointment.

#### **6.6 Community Leaders**

The role of the Community Leaders include:

- Monitoring the progress of students in their community, both individually and by student group;
- Planning, in collaboration with the SENDCo and other staff members strategies to address slow progress;
- Monitoring the behaviour and attendance of all students including those with SEND;
- Planning, in collaboration with the SENDCo and relevant staff strategies to support students where social, emotional and mental health needs are impacting on their behaviour and progress.
- To lead on the Graduated Approach as appropriate for the students in their community.

#### **6.7 Class teachers and Support staff**

**The Code of practice states that "All teachers are teachers of special needs and disabilities". At Rednock we expect this practice to be followed by all members of our staffing community.**

This means that we expect our staff to understand and deliver the core principles of supporting students with SEND. We expect them to use the information provided to understand the individual needs of their students and from that point adapt their teaching suitably so it can be accessed. High quality teaching is the first response to meeting the needs of students with SEND.

Each class teacher is responsible for:

- Working with the SENDCo and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- 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, or the relevant Lead Practitioner, to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy
- Promoting and supporting inclusion in both lessons and tutor times

## **6.8 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.

- Parents or carers should inform the school if they have any concerns about their child's progress or development.
- Parents or carers of a student on the SEND register will always be given the opportunity to provide information and express their views about the student's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:
  - Invited to meetings to review the provision that is in place for their child
  - Asked to provide information about the impact of SEND support outside school and any changes in the student's needs
  - Given the opportunity to share their concerns and, with school staff, agree their aspirations for the student
- Given an annual report on the student's progress
- The school will take into account the views of the parent or carer in any decisions made about the student.

## **6.9 Students**

- Students are responsible for taking an active role in, and a positive attitude towards, their learning.
- Students will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the student:
  - Explaining what their strengths and difficulties are
  - Contributing to setting targets or outcomes
  - Attending review meetings
  - Giving feedback on the effectiveness of interventions
- The student's views will be taken into account in making decisions that affect them, whenever possible

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.

## **7. Monitoring arrangements**

This policy and SEND information report (see separate document) will be reviewed by the school SENDCo annually. It will be approved by the governing board.

## **8. Links with other policies and documents**

This policy links to our policies on

- SEND Information Report
- The local offer
- Accessibility plan
- Behaviour for Learning
- Anti-bullying
- Equality information and objectives
- Supporting students with medical conditions
- Attendance policy
- Safeguarding / child protection policy
- Complaint policy