



Special Educational Needs & Disability POLICY

| Rednock School

| **Where everyone matters**



Date of Ratification:

March 2025

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Responsibility of:

SENCo

Special Educational Needs & Disability

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Special Educational Needs and Disabilities Coordinator	Ms S Chinnock
Special Educational Needs and Disabilities Link Governor	Mr James Broad
Special Educational Needs and Disabilities Development Group	Ms S Chinnock (SENCo) Mr J Broad (SEN Governor) Mrs D Caesar (OPEC* Chair) Dr S Cunningham (SLT Lead)

* OPEC = Outcomes, Performance and Experience Committee is a governing sub-group.

1. Aims

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

- a. Make sure our school fully implements national legislation and guidance regarding students with Special Educational Needs and Disabilities (SEND) in Years 7 to 13
- b. 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
- c. Explain the roles and responsibilities of everyone involved in providing for students with SEND
- d. 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
- e. Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

“At Rednock our mission is to *inspire* and *motivate* our staff and students to be *ambitious* for themselves and each other. To be a school at the heart of its community that is *tenacious* about improving the world we live and learn in. A school where we achieve the highest standards in all that we do. A school that *takes responsibility* for our futures and community. A school which delivers an exceptional education which allows our students to *explore* their curiosities and passions. A *respectful* school where tolerance and kindness resonate amongst our community. A school where *everyone matters*.”

At our school we will provide all students with access to a broad and balanced curriculum.

We are committed to making sure all our students have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of students, no matter how varied.

3. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on 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 (SENCo) and guidance for the SEN 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 guide for [maintained schools](#) 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

5.1 Special Educational Needs

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.

5.2 Disability

Students are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of students with SEND are grouped into 4 broad areas. Students can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the student's particular area(s) of need, at the relevant time.

Area of need	
Communication and interaction	<p>Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Speech, Language and Communication Needs including expressive, receptive and social communication difficulties, stammering, Developmental Language Disorder, verbal dyspraxia, and selective mutism.</p> <p>Students who are on the autism spectrum often have needs that fall in this category - Autism spectrum disorder (ASD) including Pathological Demand Avoidance Syndrome.</p>
Cognition and learning	<p>Students with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia, dysgraphia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. students may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Experienced adverse childhood experiences <p>Social and emotional difficulties may manifest themselves in a variety of ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental</p>

	<p>health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.</p> <p>Other disorders to include - oppositional defiance, conduct, attachment, obsessive compulsive, eating, post-traumatic stress and personality disorders</p> <p>Anxiety</p> <p>Depression</p> <p>Psychosis</p> <p>Self-harm</p>
Sensory and/or physical	<p>Students with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Students may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment, deafness or multi-sensory impairment • A physical impairment or disability which may include some complex health needs, tic disorders and Tourette Syndrome. <p>These students may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and Responsibilities

6.1. SENCo

The SENCo at Rednock School is Ms Samantha Chinnock (senenquiries@rednockschool.org.uk).

She will:

- Work with the SEND Development Group to determine the strategic development of the SEND policy and provision in the school. This group comprises the delegated member of The Senior Leadership Team (SLT), the SEND governor and Chair of the OPEC committee.
- 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 Education, Health and Care Plans (EHCPs)
- 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 a point of contact for external agencies, especially the local authority and its support services
- Liaise with primary schools and potential next providers of education to make sure that the student and their parents/carers are informed about options and that a smooth transition is planned
- Ensure the school keeps the records of all students with SEND up to date including annual reviews of EHCPs
- When a student moves to a different school or institution: Make sure that all relevant information about a student's SEND 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 Exam Access Arrangements
- Make sure the school keeps its records of all students with SEND up to date and accurate
- With the Senior Leadership Team, 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 SEN 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 in Rednock.

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 SEN 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 SENCo 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 the school's 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 Mr James Broad (email via the Clerk to the Governing Body - nikkie.morrissey@rednockschool.org.uk).

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 SEND Development Group to determine the strategic development of the SEND policy and provision in the school.

6.4. Link Senior Leadership Team Member

The headteacher has delegated responsibility of the following to the SLT Link, Dr Sharron Cunningham (admin@rednockschool.co.uk).

The SLT Link will:

- Work with the SEND Development Group to determine the strategic development of the SEND policy and provision in the school.
- With the SENCo, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- Have overall responsibility for, and awareness of, the provision for students with SEND, and their progress
- With the SENCo, 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 SENCo 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 SENCo and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to Reasonable Adjustments and Exam 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 SENCo has enough time to carry out their duties

- Have an overview of the needs of the current cohort of students on the SEND register
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability
- Ensure that the SENCo 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 SENCo 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 SENCo 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.

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 or subject teacher is responsible for:

- Working with the SENCo and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to Reasonable Adjustments and Exam 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 SENCo, 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 share 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 aspirations for their child
 - 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. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 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). 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 or disabilities 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 described in The SEND Code of Practice and in line with Gloucestershire's Graduated Pathway. 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.

When teachers identify an area where a student is making slow progress, they will target the student's area of weakness with differentiated, high-quality teaching and tailored provision as appropriate.

If progress does not improve due to an identified gap in learning, a **time limited intervention** will be used to support students.

Should progress still not improve the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need.

The impact of adverse childhood experiences will be considered e.g. bereavement. Staff will also take particular care in identifying and assessing SEND for students whose first language is not English.

When deciding whether the student needs special educational provision, 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/carers. 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.

As part of the primary transfer procedure, the process of collating information about children with SEND begins in Year 6 (or Year 5 if they have an Education, Health and Care Plan (EHCP)) so that we can plan and prepare how best to meet their needs.

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

8.2. 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:

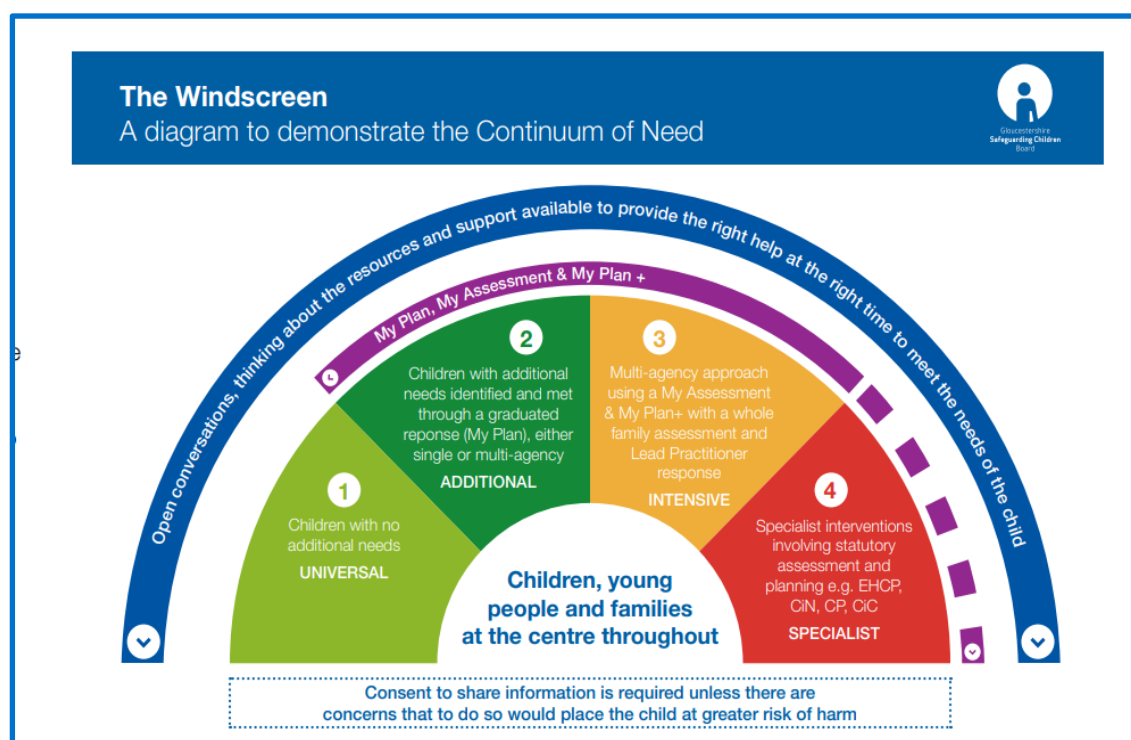
- Everyone develops a good understanding of the student's areas of strength and difficulty;
- We take into account the parents' concerns;
- Everyone understands the agreed outcomes sought for the child;
- Everyone is clear on what the next steps are.

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. This is usually via email, with any plans shared electronically unless parents request otherwise.

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.

8.3. The graduated approach to SEND support

SEND support at Rednock follows Gloucestershire's Graduated Pathway which ensures Early Help is available to all children, young people and their families with additional needs whether these are educational, social or emotional needs or disability.



Once a student has been identified as having SEND, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

An appropriate member of staff will act as a Lead Practitioner and work with the SENCo or other relevant or external professionals to carry out a clear analysis of the student's needs. This will draw on:

- The lead practitioner's assessment and experience of the student;
- Their previous progress and attainment or behaviour;
- Other teachers' assessments and feedback, where relevant;
- Assessment by the specialist learning support teachers, 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 to help make sure that the support in place is matched to the student's needs.

2. Plan

In consultation with parents and the student, the Lead Practitioner will decide which adjustments, interventions and support will be put into place, and the expected outcomes. Depending on the level of need, this may be recorded in a My Plan, My Plan+ or EHCP.

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 review the effectiveness of the support and interventions and their impact on the student's progress. This information will be recorded on our management information systems e.g. SIMs, Provision Maps and Class Charts and will be made accessible to staff.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home. My Plans, My Plan+ or EHCPs will be shared with parents/carers electronically over email unless they request otherwise.

3. Do

The student's class or subject teacher/s retain overall responsibility for their progress.

Where the plan involves group or 1-to-1 intervention away from the main class or subject teacher, subject teachers still retain responsibility for the student. They will work closely with any Teaching Assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCo will support the teacher, where necessary, in further assessing the student's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed.

There will be a minimum of one annual review to look at a student's progress against targets for students with a My Plan, a My Plan+ or an EHCP. Students and parents will be involved in this throughout.

If a student is currently looked after by the Local Authority and has SEND, we will include carers, social workers and Virtual School Caseworkers instead of, or in addition to, parents as necessary.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and students;
- The level of progress the student has made towards their outcomes;
- The views of teaching and support staff who work with the student.

The teacher and the SENCo will revise the outcomes and support in light of the student's progress and development, and in consultation with the student and their parents.

8.4. Levels of support

School-based SEND provision

Students receiving SEND provision will be placed on the school's SEND register. Individual tailored support, interventions and provision will be implemented as part of the graduated approach to try to meet the needs of these students. Where the student's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these students is funded through the school's notional SEND budget.

On the census these students will be marked with the code K.

Education, health and care (EHC) plan

Students who need more support than is available through the school's school-based SEND provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the student, the provision that will be put in place, and the outcomes sought.

The provision for these students will be funded from the school's notional SEND budget, and topped up by the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these students will be marked with the code E.

8.5. Evaluating the effectiveness of SEND provision

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

- Reviewing students' individual progress towards their goals as part of the annual review;

- Monitoring by the SENCo;
- Reviewing progress, engagement and effort data
- My Plan/My Plan+ review meetings with parents and students;
- Student and parent/carer feedback;
- Holding annual reviews for students with EHC plans.

9. Attendance

Many students with SEND face complex barriers to attendance. Their right to an education is the same as any other student and therefore the attendance ambition for these students is the same as it is for any other student. However, they may need additional support e.g. attendance meetings and conversations with parents, temporary part time timetables, mentors, and interventions.

Our approach to supporting students who are absent from school due to their SEND is set out in our attendance policy.

10. Safeguarding

We recognise that students with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer students with SEND, and the support we provide to help students overcome any communication barriers they face, see our safeguarding/child protection policy.

11. Expertise and training of staff

The SENCO has a Masters in Education and has completed the National Award for Special Educational Needs Coordination

Two primary trained experienced Specialist Teacher Assessors conduct dyslexia screening and Exam Access Arrangement assessments in addition to some specialist interventions.

Two Lead Teaching Assistants (TAs) focus on an identified key stage and transition. One leads on the Key Stage 2 to Key Stage 3 transition and works closely with primary schools. The other Lead TA leads on the Key Stage 4 to Key Stage 5 provision and the transition out of Rednock School to higher or further education or the world of work.

Training will regularly be provided to teaching and support staff. Continued Professional Development (CPD) sessions are tailored around the emerging student needs and include:

- Learning support focus e.g. supporting students with dyslexia
- Student specific focus
- Procedural training e.g. writing effective MyPlans

The SLT Lead and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

12. Working with other agencies

The school aims to work in partnership with other agencies in order to provide 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
- Children Adolescent Mental Health Service (CAMHS)
- Health Care Professionals - School Nurse, Community Paediatrician, Physiotherapists, GP,
- Families Early Help
- Youth Support Team
- Gloucestershire Children and Families Services
- Gloucestershire Safeguarding Children Board (GSCB)
- The Virtual School (for children in care)
- SEND and Local Authority Caseworkers
- Gloucestershire Education Inclusion Service (EIS)
- Young Carers
- Gloucestershire Hospital Education Service (Hospital)
- Alternative curriculum - Skylark, Quarry Chapel, Bridge
- Mentoring Services - The Door, TMS, Chance is Change
- Young Minds Matter
- Gloucestershire Early Help

13. Admission and Accessibility arrangements

13.1 Admission arrangements

The headteacher is responsible for the admission arrangements as laid out in the Admissions policy. The school is required to admit a child with an Educational Health Care Plan (EHCP) if the Local Authority names the school in Section I of the EHCP.

13.2 Accessibility arrangements

We aim to make all reasonable adjustments necessary to ensure that:

- Students have access to a fully inclusive broad and balanced curriculum
- All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.
- No student is ever excluded from taking part in these activities because of their Special Educational Need 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.

14. Complaints about SEND provision

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the Tutor, Community Leader or SENCo. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the SENCo/Headteacher in the first instance. They will be handled in line with the school's complaints policy which can be located on the school's website.

15. Monitoring and Evaluation arrangements

15.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of students with SEND at the start of the autumn term
- How early students are identified as having SEND
- Students' progress and attainment once they have been identified as having SEND
- Whether students with SEND feel safe, valued and included in the school community
- Comments and feedback from students and their parents/carers

15.2 Monitoring the policy

This policy will be reviewed by the SENCo, SLT Lead and SEND governor **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be reviewed and updated annually by the SEND Development Group. The revised policy will be reviewed by the Outcomes, Performance and Experience Committee (OPEC) and approved by the full governing board.

16. Links with other policies and documents

This policy links to our policies on

- SEN 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
- Complaints policy