



SEND POLICY

This policy is written in line with the requirements of:

- Children and Families Act 2014
- SEND Code of Practice published 11 June 2014; updated 1 May 2015
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014
 - Part 3 Duties on Schools – Special Educational Needs Co-ordinators
 - Schedule 1 regulation 51– Information to be included in the SEN information report
 - Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

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

- Professional Values and Behaviours
- Care, Guidance and Support
- Safeguarding
- Teaching and Learning
- Equal Opportunities
- Complaints

Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2014, p 4)*

Definition of Disability

Many children and young people who have SEND may also have a disability under the Equality Act 2010 – that is ‘... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’ This definition provides a relatively

low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' *SEN Code of Practice (2014, p5)*

Key Staff with responsibility for SEND:

- **SENCo**
The SENCo at RDUTC is the Principal, Sarah Pashley. Sarah is responsible for the strategic leadership of SEND policy and practice and co-ordinates all in-school provision for students with SEBDs. Sarah can be contacted via her PA on tel. 01482 222299 or by emailing principal@rondearingutc.com
- **ASENCo**
The ASENCo is (TBA). (TBA) is responsible for co-ordinating provision for students with EHCPs, line managing the SEND TA team, maintaining the SEND Register, co-ordinating IEPs, co-ordinating Access Arrangements for exams. (TBA) can be contacted on tel: 01482 222299 or by emailing TBC
- **SEND Governor**
The SEND Governor is Dr Wendy Grundy. To contact Wendy, please telephone 01482 222299 and leave a message with the Principal's PA.
- **Vice Principal Personal Development**
The VP Personal Development is Mark Ollerenshaw. Mark is responsible for all aspects of care, guidance and support at RDUTC.
- **Assistant Principal English and Literacy (E&L)**
The AH E&L is Joanne Campbell. Joanne is responsible for over-seeing Literacy screening, cross-curricular Literacy and Oracy development, Literacy and English intervention and Reading Circles.
- **Numeracy Co-ordinator**
The Numeracy Co-ordinator is Lisa Regan. Lisa is responsible for over-seeing Numeracy screening, cross-curricular Numeracy development, the Numeracy Ninja programme and Numeracy and Maths intervention.

How the school evaluates the effectiveness of SEND policy and practice:

The Senior Leadership Team (SLT), SENCo, SEN Governor and Governing Body are responsible for monitoring, reviewing and evaluating the SEND policy annually via:

- Lesson observations;
- Learning walks;
- Work scrutiny;
- Feedback from parents/students through questionnaires/annual review process;
- Analysis of in-year progress data for SEND students (half-termly);
- Analysis of SEND data within Raise Online and 6th Form VA Report;
- Analysis of Destination statistics post 16 and post 18.

Admission Arrangements:

Decisions on the admission of students with an EHCP are made by the Local Authority.

The admission arrangements for students without an EHCP do not discriminate against or disadvantage children with SEND– see Admissions Policy.

The types of special educational need for which provision is made at the school

Communication and interaction difficulties – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others. These include:

- Speech, language and communication needs (SLCN);
- Autistic Spectrum Disorders (ASD).

Cognition and learnings difficulties – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance, for example literacy or numeracy. These include:

- Specific Learning Difficulty (SpLD) [inc. Dyslexia, dyscalculia, dyspraxia];
- Moderate Learning Difficulty (MLD);
- Severe Learning Difficulty (SLD);
- Profound and Multiple Learning Difficulty (PMLD).

Social, emotional and mental health difficulties – for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing. These include:

- Attachment difficulties;
- Social and emotional and behavioural difficulties (SEBD);
- Mental health issues;
- Attention deficit and hyperactivity difficulties [inc. ADD, ADHD].

Sensory and /or physical needs – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment. These include:

- Visual impairment (VI);
- Hearing impairment (HI);
- Multi-sensory impairment (MSI/Deaf/Blind);
- Physical disability (PD).

Some children and young people may have SENDs that cover more than one of these areas.

Levels of SEND Support

Wave 1 Provision – Universal Support:

RDUTC works on the principle of 'Quality First Teaching for All.' This means high quality, inclusive teaching and learning. We refer to this as Wave 1 - Universal Support. If teaching and learning and the curriculum are inclusive, many SEND students will make at least expected progress without additional support. Progress towards targets is assessed and monitored according to the Assessment, Target-setting and Reporting policy.

Students requiring Wave 1 Intervention are referred to the ASENCo who liaises with the SENCo and, if appropriate:

- places the student on the SEN Register in SIMs – Code K;
- liaises with relevant teachers and, where relevant, the Literacy and/or Numeracy Co-ordinators to collate information about the student's SEND;
- records this information in SIMs;
- records advice and guidance re. strategies to meet the student's additional needs in SIMs.

Wave 2 Provision – Targeted Support:

If a student is not making at least good progress with Wave 1 - Universal Support, Wave 2 – Targeted Support is put in place to develop their skills in their area of difficulty and fast-track progress. These students have additional needs which cannot be met through high quality teaching and learning alone.

Students requiring Wave 2 Intervention are referred to the ASENCo who liaises with the SENCo and, if appropriate:

- places the student on the SEN Register in SIMs – Code K (if s/he is not already on it);
- liaises with relevant teachers and, where relevant, the Literacy and/or Numeracy Co-ordinators to collate information about the student's SEND;
- records this information in SIMs;
- records advice and guidance re. strategies to meet the student's additional needs in SIMs.

Teachers/classroom support staff are responsible for familiarising themselves with this information and adapting their teaching/support strategies to accordingly.

If students are accessing Wave 2 Literacy and/or Numeracy intervention, the Literacy and/or Numeracy Co-ordinator will write to parents providing information re the intervention and keep them updated with progress.

Wave 2 provision is reviewed half-termly (or more often if required) by the SENCo and ASENCo, relevant staff, the student and parents/carers.

Wave 2 Interventions include:

- Generic TA support;
- 1-2-1 Literacy/Numeracy intervention;
- Small group Literacy/Numeracy;
- 1-2-1 counselling for social and emotional development;

- Access to personalised timetables.

Wave 3 Provision – External Support:

If a student is not making at least good progress with Wave 2 – Targeted Support, Wave 3 – External Support is put in place to develop their skills in their area of difficulty and fast-track progress. The student may also continue to access Wave 2 provision.

Students requiring Wave 3 Intervention are referred to the ASENCo who liaises with the SENCo and, if appropriate:

- places the student on the SEN Register in SIMs – Code K (if s/he is not already on it);
- liaises with relevant school staff to collate information about the student’s SEND;
- contacts parents/carers to discuss and seek consent for a referral to external agencies for assessment, advice and support;
- refers the student to relevant external agency for assessment, advice and support;
- records the information re the student’s SEND in SIMs;
- records advice and guidance re. strategies to meet the student’s additional needs in SIMs.

Teachers/classroom support staff are responsible for familiarising themselves with this information and adapting their teaching/support strategies accordingly.

Wave 3 Interventions include:

- Advice and support from the following external agencies:
 - Educational Inclusion Service – Educational Psychologist and Educational Inclusion Practitioner;
 - PRUs within Hull and the East Riding;
 - Child and Adolescent Mental Health Services (CAMHS);
 - Speech, Language and Communication Service;
 - Physiotherapy and Occupational Therapy Services;
 - Integrated Sensory Support Service (ISSS);
 - Integrated Physical and Sensory Support Service (IPaSS);
 - School Nurse;
 - Youth and Family Support Service;
 - Independent SEND Consultant;
 - Home Tuition Service.

Wave 3 provision is reviewed half-termly or more often if required by the ASENCo and SENCo, relevant school staff, relevant external agencies, the student and parents/carers.

Statutory Assessment for an Education Health Care Plan (EHCP).

If a student is not making at least good progress with Wave 3 – External Support, the student is referred to the Local Authority SEND Team for statutory assessment. This may result in an EHCP being produced which outlines the additional provision required to meet the student’s needs.

The school’s arrangements for supporting students with SEND in transferring between phases of education or in preparing for adulthood and independent living

Year 9/10 Transition for SEND students:

The following provision is in place to plan effective transition of the September in-take of SEND students:

- The Vice Principal Personal Development and ASENCo carry out transition visits to partner secondary schools to receive progress data and pastoral background information on SEND students;
- Meetings between parents and the Vice Principal Personal Development, the ASENCo and the IAG Mentor take place in July;
- Y9 current attainment and RDUTC screening tests carried out on entry in September are used to set students for ability in English, Maths and Science;
- For students with EHCPs, the ASENCo attends the Year 9 Annual Review meeting to work in partnership with the secondary school to plan for the student's SEND provision;
- Additional Transition Days are put in place in the summer term to familiarise SEND students with RDUTC prior to transfer;
- All Year 10 students are assessed for reading, spelling, handwriting and numeracy levels/ages in September. This process is used to inform setting and intervention as well as to identify students who may have SEND who have not been identified by secondary schools.

Post 16 Transition

Please see the CIAG policy for information on strategies in place to prepare students to make appropriate educational choices at the end of KS4 and KS5 and for life beyond school.

In addition:

- During weekly CIAG time students and Mentors plan their progression routes post 16;
- All Year 11 students with SEND have a 1-2-1 interview with the Intervention Team during the autumn/spring term to plan their progression routes post 16;
- All students with SEND have a 1-2-1 interview with the YFS IAG Co-ordinator for further advice and guidance;
- Those students with SEND wishing to progress to education or training elsewhere are mentored by the ASENCo and IAG Mentor who support them to complete relevant applications and attend interviews;
- Those students with SEND who wish and will be eligible to progress into the RDUTC's sixth form are mentored by the Intervention team who support them to make appropriate choices re courses and qualifications to follow;
- All relevant information re the students SEND and support requirements is passed to the relevant post 16 education provider.

Post 18 Transition:

- During weekly CIAG time students and Mentors plan their progression routes post 18;
- All students with SEND have a 1-2-1 interview with their Academic and Business Mentors;
- Those students with SEND wishing to progress to employment/apprenticeships or training elsewhere, are mentored by the Head of Sixth or the Sixth Form Pastoral Manager and their Mentor who will support them to complete relevant applications and attend interviews;
- Those students with SEND who wish and will be eligible to progress into Higher Education/University are mentored by their Academic Mentor and IAG Mentor who support

them to complete the UCAS application forms and relevant interviews. They also support them to make appropriate choices re courses and qualifications;

- All relevant information re the students SEND and support requirements is passed to the relevant University/education provider, where requested;
- Students with SEND also have a Transition Plan meeting during Year 12 to support them to make effective choices post 18 and to ensure that a personalised IAG programme is put in place. This will include regular meetings with the Academic Mentor and IAG Mentor and IAG Mentor and, where appropriate, relevant external agencies.

Information about RDUTC's arrangements for assessing and reviewing the progress of students with special educational needs

See Assessment, Target-setting and Reporting Policy.

Information about how RDUTC enables students with SEND to engage in activities (including physical activities) together with students who do not have SEND

All clubs, trips and activities offered to students at RDUTC are available to students with SEND. Where necessary, RDUTC will use the resources available to it to provide additional adult support to enable the safe participation of the student in the activity.

Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities which RDUTC does not have, this will either be purchased using the notional SEND funding or borrowed. For highly specialist communication equipment, RDUTC will seek the advice of the Hull or East Riding SEND Team.

Information about how RDUTC consults with and involves parents/carers of children with SEND in their education

All parents of students at RDUTC are invited to discuss the progress of their children at any time via telephone, email or appointment.

In addition, the following formal opportunities to discuss SEND provision and student progress are in place:

- Parents' evenings which are held once a year for Year 10 and twice a year for Years 11, 12 and 13;
- A written report which is emailed home six times per year;
- For parents/carers of children with an EHCP, an Annual Review meeting once per year (or as and when required).

Information about how RDUTC consults with and involves young people with SEND in their education

When a student has been identified as having SEND, s/he will be consulted about, and involved in, planning the additional support and intervention required.

Information about how the Governing Body manages complaints from parents of SEND concerning the provision made at RDUTC

The normal policy for complaints at RDUTC is used for students SEND – See Complaints Policy.

Information about support services for parents/carers of students with SEND, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

The Families' Information Services Hub (FISH) provides free impartial, confidential information, advice and support for parents/carers of children and young people (aged 0-25) with special educational needs or disabilities.

FISH SEND Information, Advice and Support Service (including Parent Partnership Service)
Families Information Service Hub (FISH)
County Hall
BEVERLEY
HU17 9BA

Telephone: FISH SEND Information, Advice and Support Service on (01482) 396469.

Email: fish@eastriding.gov.uk

Information on where the local authority's local SEND offer is published.

The local authority's local SEND offer is published on:

- <http://www.eastridinglocaloffer.org.uk>
- <http://www.hull.gov.uk>

Parents without internet access should make an appointment with the ASENCo for support to gain the information they require.

Approved by the GB on

Next review on.....