SEND Policy

and

Information Report

Approved by:	Governing Board	**Date:**	2nd July 2019
Last reviewed on:	2nd July 2019		
Next review due by:	2nd July 2020		

Contents

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 and disabilities (SENDD)

- Explain the roles and responsibilities of everyone involved in providing for students with SENDD

We value **all students equally, whatever the differences in their abilities or behaviours. We aim to meet their individual needs and provide opportunities for all to make outstanding progress, fulfil their potential and progress onto appropriate destinations at post 16 and 18.**

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

This policy also complies with our funding agreement and articles of association.

2. 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 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.

RDUTC uses the following codes to identify students with SEND within SIMs and on MINT lesson plans:

N = No SEND

K = Student requires SEN support in addition to differentiation, support and intervention within quality first teaching (outside agencies)

E = Student has an Education Health Care Plan

3. Roles and responsibilities

3.1 The SENDCO

The SENDCO is Sarah Pashley who is also the Principal.

She is responsible for:

- Work with the SEND Governor to determine the strategic development of the SEND policy and provision in the school

- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

- 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 students and their parents are informed about options and a smooth transition is planned

- Work with the governing board 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

The SENDCo can be contacted on tel: 01482 222299 or by emailing principal@rondearingutc.com

3.2 The ASENDCo

The ASENDCo is Jenny Brown.

She is responsible for:

- Co-ordinate provision for students with EHCPs, including the annual review process

- Over-see transition arrangements into and from RDUTC for students with SEND

- Line manage the SEND Teaching Assistant team

- Maintain the SEND Register

- Maintain records for students with SEND

- Co-ordinate IEPs

- Support the SENDCo with administering assessments for Access Arrangements for exams

The ASENDCo can be contacted on tel: 01482 222299 or by emailing jbrown@rondearingutc.com

3.3 The SEND Governor

The SEND Governor is Wendy Grundy.

She is responsible for:

- 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 Principal (SENDCO) to determine the strategic development of the SEND policy and provision in the school

To contact the SEND Governor, please telephone 01482 222299 and leave a message with the Receptionist.

3.4 The Literacy Co-ordinator

The Literacy Co-ordinator is Joanne Campbell.

She is responsible for:

- Over-seeing Literacy screening and the dissemination of information to teachers and support staff to inform teaching and support

- Leading on cross-curricular Literacy and Oracy development

- Co-ordinating Literacy and English intervention

- Co-ordinating the Reading Widely and Often strategy

3.5 The Numeracy Co-ordinator

The Numeracy Co-ordinator is Lisa Regan.

She is responsible for:

- Over-seeing Numeracy screening and the dissemination of information to teachers and support staff to inform teaching and support

- Leading on cross-curricular Numeracy development

- Co-ordinating Numeracy intervention

3.6 Class Teachers

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 implement this SEND policy

4. SEND information report

4.1 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

4.2 Identifying students with SEND and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline

- Fails to match or better the student's previous rate of progress

- Fails to close the attainment gap between the student and their peers

- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

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.

4.3 Consulting and involving students and parents

We will have an early discussion with the student and their parents when identifying whether a student needs 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

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

4.4 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 and 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.

See the Assessment policy for further information.

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

- The ASENDCo carries out transition visits to partner secondary schools to receive progress data and pastoral background information on SEND students;
- Meetings between parents, the ASENDCo and the IAG Mentor take place in July prior to transfer;
- 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 ASENDCo 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:

- All Year 11 students with SEND have a 1-2-1 interview with an independent Careers Adviser during the autumn/spring term to plan their progression routes post 16;
- Those students with SEND wishing to progress to education or training elsewhere are mentored by the ASENDCo and IAG Mentor who support them to complete relevant applications and attend interviews;
- Those students with SEND who wish and are eligible to progress into the RDUTC's sixth form are mentored by the Joint Heads of Sixth Form and ASENDCo 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:
- All students with SEND have a 1-2-1 interview with the Joint Heads of Sixth Form during the autumn/spring term to plan their progression routes post 18;
- Those students with SEND wishing to progress to employment/apprenticeships or training elsewhere are mentored by the Joint Heads of Sixth Form and Representatives from the Employer Partners who support them to complete relevant applications and attend interviews;
- Those students with SEND who wish and are eligible to progress into Higher Education/University are mentored by their Academic Mentor and the Joint Heads of Sixth Form 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 student's 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 includes regular meetings with the Joint Heads of Sixth and ASENDCo and, where appropriate, relevant external agencies.

4.6 Our approach to teaching students with SEND

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 is differentiated for individual students.

We also provide the following interventions:

- Small group teaching;
- 1:1 Literacy/Numeracy intervention;
- Small group Literacy/Numeracy intervention;
- 1:1 counselling for social and emotional development;
- Support from relevant external agencies.

4.7 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.

4.8 Additional support for learning

We have an ASENDCo (HLTA), a Librarian (qualified English Teacher) and two Teaching Assistants, all of whom who are trained to deliver interventions such as the Toe-by-Toe phonics programme.

Staff support students on a 1:1 basis when the student has an EHCP which stipulates that the student requires 1:1 support.

In addition, they support students in small groups when required, but always under the direction of a qualified teacher.

We work with the following agencies to provide support for students with SEND:

- 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.

4.9 Expertise and training of staff

Our SENDCo has 27 years' experience in this role and has a MEd. Degree in SEN.

Our ASENDCo is a qualified HLTA.

Our Librarian, who provides Literacy support and interventions, is a qualified English Teacher

One of our Teaching Assistants is training to be a Teacher.

In the last academic year, staff have been trained in Differentiation; Positive Discipline; Personalised Target-setting.

We use specialist staff to deliver training and to carry out reading, spelling, handwriting and numeracy assessments, including for assessing students for access arrangements for exams and assessments.

4.10 Securing equipment and facilities

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

4.11 Evaluating the effectiveness of SEND provision

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

- Reviewing students' individual progress towards their targets each term
- Reviewing the impact of interventions after 6 weeks (or earlier if appropriate)
- Using student and parent questionnaires
- Monitoring by the SENDCo and SEND Governor
- Holding annual reviews for students with EHC plans
- Reviewing the destinations of SEND students

4.12 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 relevant residential trip(s).

All students are encouraged to take part in the Enrichment curriculum.

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

The school's Accessibility Plan is available on the website.

4.13 Support for improving emotional and social development

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

- 1:1 mentoring from the Student Support Team

- 1:1 mentoring from Business Mentors

- Encouraging students with SEND to participate fully in the Enrichment Curriculum to develop social and emotional skills, promote teamwork and build friendships etc

- Training in Agile Project Management methodology to develop social interaction, team-work and leadership skills

- Training in Equality and Diversity to promote respect for and understanding of diversity, challenge prejudice and promote empathy

- Operating a zero tolerance approach to bullying

4.14 Admission Arrangements for students with SEND

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

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

4.15 Complaints about SEND provision

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

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions

- Provision of education and associated services

- Making reasonable adjustments, including the provision of auxiliary aids and services

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

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

4.17 Contact details for raising concerns
Concerns about SEND issues should be addressed to the SENDCo by email to principal@rondearingutc.com

4.18 The Local Authority local offer

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 ASENDCo for support to gain the information they require.

5. Monitoring arrangements

This policy and information report is reviewed by the Governing Board Teaching and Learning Committee annually. It is updated if any changes to the information are made during the year.

It is approved by the Governing Board.

6. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Personal Values and Behaviours policy
- Anti-bullying policy
- Care, Guidance and Support policy
- Safeguarding policy
- Teaching and Learning policy
- Equal Opportunities policy
- Complaints policy