



# **SEND Policy and Information Report**

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## 1. Aims

Our SEND policy and Information Report aims to:

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

**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 Head of Learning Support**

The Head of Learning Support is Louise Davidson.

She is responsible for:

- Line managing the SENDCo
- Overseeing and supporting the SENDCo's line management of the TA team
- Developing, implementing and reviewing the SEND policy
- Developing, monitoring and reviewing the SEND Development Plan
- Overseeing the SEND register
- Overseeing IEPs for students with EHCPs and those identified as K
- Working with HoDs and the Senior Assistant Principal Teaching and Learning to carry out quality assurance of teaching and learning to ensure inclusive practices and that staff are meeting the needs of SEND students
- Providing training and development for all staff, ITT and SCITTs on effective teaching and learning for students with SEND (including the graduated approach to providing SEND support) to ensure they make outstanding progress
- Monitoring the progress of SEND students termly, reporting to parents/carers and reviewing IEPs where appropriate
- Overseeing the annual review process for students with EHCPs
- Liaising with the SLT, SENDCo and Literacy Co-ordinator and staff to implement intervention programmes for SEND students where appropriate
- Providing reports to the Governing Board to enable them to monitor and evaluate the quality of SEND policy and practice
- Working with the SLT, SENDCo and Exams team to screen Y10 and Y12 students for exam access arrangements and ensure these are in place for relevant students for internal and external assessments and exams
- Overseeing the transition process for SEND students into and out of RDUTC
- Attending Recruitment Open Evenings to discuss SEND provision with potential students and their parents/carers
- Attending relevant Parents Consultation Evenings to be available to meet parents/carers of students with SEND

#### **3.2 The SENDCo**

The SENDCo is Alice Dobson.

She is responsible for:

- Line managing the Teaching Assistants (TA)
- Supporting the Head of Learning Support to implement and review the SEND policy
- Maintaining the SEND register
- Managing records of relevant information for all students on the SEND register
- Monitoring the progress of SEND students termly and reporting to parents/carers on progress (with the Head of Learning Support)
- Liaising with external support agencies where appropriate
- Developing, circulating and monitoring IEPs (with the students, parents/carers and the Head of Learning Support)
- Co-ordinating and chairing Annual Reviews for students with EHCPs
- Leading the transition process for SEND students into RDUTC at the start of Year 10 and Year 12 and from RDUTC at Year 11 and Year 13
- Working with the Principal to complete the EHCP Consultation paperwork for students with EHCPs whose parents wish them to transfer to RDUTC
- Co-ordinating applications for EHCPs including overseeing the Plan Do Review cycles
- Work with the SLT, SENDCo and Exams team to screen Y10 and Y12 students for exam access

- arrangements and ensure these are in place for relevant students for internal and external assessments and exams
- Being the first point of contact for SEND issues/queries from:
  - parents/carers
  - the LA
  - external agencies
- Providing in-class support and small group intervention (Including after-school and lunchtimes within term time hourly allocation)
- Attending Recruitment Open Evenings to discuss SEND provision with potential students and their parents/carers
- Attending relevant Parents Consultation Evenings to be available to meet parents/carers of students with SEND

**The SENDCo can be contacted on tel: 01482 222299 or by emailing [adobson@rondearingutc.com](mailto:adobson@rondearingutc.com)**

### **3.3 The SEND Governor**

The SEND Governor is Todd Johnson

He is responsible for:

- Helping to raise awareness of SEND issues at governing board meetings
- Monitoring the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Working with the Principal and 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 Lead Practitioner Literacy**

The Lead Practitioner Literacy is Lucy Thompson

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 Oracy intervention and reporting on its impact to the principal and Governing Board
- Co-ordinating the Reading Widely and Often strategy with the Head of English

### **3.5 The Numeracy Co-ordinator**

The Numeracy Co-ordinator is Rebecca Needler who is also the Deputy Head of Maths

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 Head of Learning Support and SENDCo to review each student's progress and development and decide on any changes to provision
- Ensuring they implement this SEND policy effectively

## **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 which information will be shared as part of this with parents and students.

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

- The SENDCo carries out transition visits to partner secondary schools to receive progress data and pastoral background information on SEND students;
- Meetings between parents, the SENDCo, Head of Learning Support and the Pastoral Mentors take place in July prior to transfer;
- Where possible, for students with EHCPs, the SENDCo 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 CEIAG 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 who wish to 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 Pastoral Mentors 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 Pastoral Mentors and Head of School who support them to make appropriate choices re courses and qualifications to follow;
- If students are leaving RDUTC, 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 and the SENDCo 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 teachers 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 with the Careers Adviser, the SENDCo, the Joint Heads of Sixth and, where relevant, external agencies during Year 12 to support them to make effective choices post 18.

#### **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 adapted 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:

- Adapting our curriculum, for example: prioritising specific key concepts; creating additional time to revisit key learning
- Adapting our teaching, for example: giving longer processing times; pre-teaching key vocabulary; reading instructions aloud; ensuring access arrangements are in place for assessments and exams
- Adapting our resources, for example providing laptops, coloured overlays, larger fonts, writing frames, visual timetables
- Providing additional staff to provide in-class support and intervention

#### **4.8 Links with external agencies**

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 Principal has 30 years' experience in this role and has a MEd. Degree in SEN.

Our SENDCo is a qualified English teacher and qualified SENDCo.

Our Head of Learning Support is a qualified English Teacher.

Our Lead Practitioner Literacy is a qualified English and Drama Teacher.

In the last academic year, staff have been trained in Adaptive Teaching; 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**

RDUTC has the following facilities to support students with SEND:

- Lift to all floors
- Disabled toilet facilities on all floors
- Physiotherapy Room with ceiling hoist
- Evac. chairs on all floors

- Personal Hygiene Room with disabled access

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 LA SEND Team.

#### **4.11 Evaluating the effectiveness of SEND provision**

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

- Carrying out termly scrutiny of curriculum plans, lesson visits, work scrutiny and meetings with students to evaluate the effectiveness of the curriculum with regard to meeting the needs of students with SEND
- 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 Head of Learning Support, SENDCo and SEND Governor
- Holding annual reviews for students with EHCPs
- 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
- 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 in 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>
- <https://hullsendlocaloffer.org.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
- Safeguarding policy
- Teaching and Learning policy
- Equal Opportunities policy
- Complaints policy