



Rayner Stephens

H I G H S C H O O L

Special Educational Needs and Disabilities (SEND) Policy

Introduction

Rayner Stephens is committed to providing the opportunity for all learners to succeed and adheres to the principle that **'Every teacher is a teacher of SEND'**. Rayner Stephens will ensure effective and efficient provision for learners with Special Educational Needs at Rayner Stephens and will focus on raising the aspirations and expectations for all learners with SEND and positive outcomes for young people as opposed to measuring hours of provision/support.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools DfE (Feb 2013)
- SEND Code of Practice 0-25 (2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting learners at school with medical conditions (April 2014) you will find a copy of Rayner Stephens SEND Information Report on our website.

This policy should be read in conjunction with the following:

- Behaviour Policy
- Equality Statement
- Anti-Bullying Policy

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) Have a significantly greater difficulty in learning than the majority of others of the same age;

or

b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

There are four categories of Special Educational Need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health needs
- Sensory and/or physical needs

Roles & Responsibilities

The school will:

- Identify a SENDCo/ Assistant SENDCo who will oversee the SEND Policy
- Identify and provide for learners who have special educational and additional needs
- Work within the guidance provided in the SEND Code of Practice 2015
- Operate a 'whole learner, whole school approach to the management and provision of support for special educational needs
- Provide support, training and advice for all staff working with learners with special educational needs
- Develop and maintain partnerships and high levels of engagement with parents
- Ensure access to the curriculum for all learners

The SENDCo is a member of the Senior Leadership team and has undertaken the National Award for Special Needs Co-Ordination. They are also the designated teacher for Looked After Children.

The SENDCo/ Assistant SENDCo is responsible for:

- Keeping staff fully informed of the special educational needs of any learners via the Inclusion Register and via regular staff updates including sharing progress reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. Ensuring staff members are kept up to date with teaching methods which will aid the progress of all learners including those with SEND
- Ensuring that in-class provision and support are deployed effectively to ensure that the curriculum is differentiated where necessary.
- Ensuring that individual or small group tuition is available where it is felt that learners would benefit from this provision.
- Helping staff to set appropriate individual targets that motivate learners to do their best, and celebrating achievements at all levels.
- Coordinates the statutory assessment for EHC plans
- Monitor the progress of learners with SEND
- Tailor SEND provision to the needs of individual learners

Rayner Stephens has a team of qualified Teaching Assistants that work within the Aspire Centre delivering small group or one to one intervention sessions during the school day.

Provision for learners with additional needs is a matter for all members of the school community. All teachers and teaching assistants have a responsibility for assisting to meet the needs of learners experiencing SEND. They should be aware of the school's procedure for identifying, assessing, monitoring and making provision for learners with SEND. Each department must address, in schemes of work, the ethos of inclusion through differentiation in their curriculum.

The Local Governing body in co-operation with the Head of School determines the school's general policy and approach to the provision for children with additional needs, establishes the appropriate staff and funding arrangements and maintains a monitoring oversight of the school's work. They are responsible for reviewing the SEND policy and has a designated member of the Local Governing body with responsibility for SEND.

The Deputy Head has a strategic responsibility for overseeing the provision for children with additional needs and keeping the Local Governing body fully informed. As such the Deputy Head is the line manager of the SENDCo and will set targets and specific criteria for the success of the SEND policy.

The allocation of resources within the school will be based on an annual audit of need.

Admission Arrangements for Learners with Special Educational Needs

The admission arrangements for all learners are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. Rayner Stephens strives to be a fully inclusive environment and, where appropriate upon transition, children with identified needs will be supported through liaison meetings with key staff from both settings.

Identification, Assessment and Provision

Please refer to the definition of Special Educational Needs at the start of the policy for Rayner Stephen's approach to identifying learners with SEND.

The below circumstances may impact upon a child's or young person's attainment and progress but will not automatically be identified as SEND: -

- Disability
- Attendance and punctuality issues
- Health and Welfare issues
- English as an additional language
- Being in receipt of Pupil Premium Grant
- Being a Looked after Child

A learner having behaviour issues will not necessarily be identified as SEND. In line with the SEND code of practice, any concerns relating to a young person's behaviour will be viewed as an underlying response to a need that the school will work to identify and support.

A graduated approach: 'Every Teacher is a Teacher of SEND'

Quality First Teaching: 'The baseline of learning for all learners'.

1. Any learner who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
2. Once a learner has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties/barriers.
3. Subject teachers remain responsible and accountable for the progress and development of the learners in their class with SEND.
4. High quality teaching, differentiated for individual learners, remains the first step in responding to learners who have or may have SEND.
5. The subject teacher will take steps to provide differentiated learning opportunities that will aid the learner's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
6. The SENDCo/ Assistant SENDCo will be consulted as needed for support and advice.
7. Through the above actions it can be determined which level of additional provision the learner may need.
8. If a learner has recently been removed from the Inclusion Register they may also fall into this category as continued monitoring will be necessary.
9. Parents/Carers will be fully informed at every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and queries with the school and contribute to their child's Individual Education Plan (IEP) if they have one.
10. The learner is monitored if concerns are raised by parent or teacher but this does not automatically place the learner on the school's Inclusion Register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.

SEND Support

Where it is determined that a learner does have SEND, parents/carers will be formally advised of this before inclusion of the individual on the school's Inclusion Register. The aim of formally identifying a learner with SEND is to help the school to ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process indicated below:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the learner to achieve good progress and outcomes.

Assess

In identifying a child as needing SEND support the subject teacher, working with the SENDCo/ Assistant SENDCo will carry out a clear analysis of the learner's needs. This will draw on subject assessments, teacher observations, and details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parent and child. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the learner is progressing. This analysis will be regularly reviewed to ensure that support and intervention is matched to need; barriers to learning are clearly identified and interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents/carers.

Access Arrangements for Exams and Assessments

Some learners with Special Educational Needs and/or Disabilities may also receive Access Arrangements for their assessments and exams. This is to ensure that learners with additional needs are not disadvantaged in accordance with JCQ guidelines. Information regarding Access Arrangements is passed on from primary schools or in some circumstances, learners are assessed by teachers and learning support staff during Key Stage 3 and professional judgements are made to establish what Access Arrangements are needed. At the start of Key Stage 4, learners in receipt of Access Arrangements are additionally tested by an external specialist. The results of these tests and the evidence from Key Stage 3 to show each learner's 'usual way of working' forms the basis of the application for Access Arrangements with exam boards.

The SENDCo/ Assistant SENDCo ensures that all staff are informed of those learners with Access Arrangements in years 7 – 11 and also works with the Exams Officer in submitting completed Access Arrangement applications to the awarding bodies. The SENDCo/ Assistant SENDCo works with the lead Teaching Assistant to timetable the rooming and invigilation for Access Arrangement candidates with the Exams Officer.

The school will take every available step to ensure that learners with a disability are afforded the best possible opportunities for the completion of their exams. This will include the following:

- Learners who suffer injury just before, or during, the exam period will be offered alternative venues should they be unable to access the exam hall. Rooms will be found on the ground floor and will be appropriately set out to comply with exam regulations.
- The Exams Officer should be notified if there are any exceptional health issues.
- Invigilators will be briefed of any exceptional issues concerning communication or other factors which may affect the candidate.
- Recruitment of invigilators will follow normal school policy with regards to disabled applicants.
- All invigilators will either receive group training including disability issues or will work alongside an experienced invigilator.

- Should the learner require any access arrangements this will be processed by the SENDCo/ Assistant SENDCo and the Exams Officer as soon as they are made aware of the need.
- Specialist equipment will be provided by the school should there be a need, for example, computer access.
- Should the disability require the aid of a scribe or a reader, this will be provided by school.

The Access Arrangements provided may include:-

- Alternative room
- 1:1 Invigilation
- Reader , computer reader , or reading pen
- Scribe
- Laptop
- 25% extra time
- Regular breaks
- Prompt
- Enlarged print
- Provision for deaf learners
- Overlays

Plan

When it is decided to provide a learner with SEND support, parents/carers will be informed. Planning will involve consultation between subject teachers, Heads of Year, SENDCo, Assistant SENDCo, teaching assistants and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the learner, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought via combination of the Inclusion Register and Individual Education Plan.

Do

Subject teachers and Heads of Year remain responsible for working with the learner on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the learner's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo/ Assistant SENDCo.

Review

Reviews of learner progress will be made at regular academic data checks (3 times per year). The review process will evaluate the impact and quality of the support and interventions. The SENDCo/ Assistant SENDCo will revise the support and in light

of learner progress and development; make any necessary amendments going forward, in consultation with parents and teachers.

Referral for an Education, Health and Care Plan:

If a learner has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent/carer. This will occur where the complexity of need or a lack of clarity around the needs of the learner are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents, SENDCo/ Assistant SENDCo and Head of Year if applicable. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents/Carers
- Teachers/teaching assistants
- Head of Year
- SENDCo/ Assistant SENDCo
- Social Care
- Health professionals/other outside agencies
- Educational Psychologist

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the learner is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Further information about EHC Plans can found via the Tameside SEND Local Offer: <https://www.tameside.gov.uk/localoffer>

If you have any questions, contact the Tameside SEN Team on 0161 342 4433 or email the Tameside SEN Team via senteam@tameside.gov.uk

Or by contacting Tameside Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) on 0161 342 3383 or email SENDIASS via sendiass@tameside.gov.uk

Education, Health and Care Plans (EHC Plan)

1. Following Statutory Assessment, an EHC Plan will be provided by the Local Authority, this will be Trafford Borough Council (if you are a resident in Trafford), if it is decided that the needs of an individual are not being met by the support that is ordinarily available. The school SENDCo/ Assistant SENDCo and parents will be involved in developing and producing the plan.

2. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

3. Once the EHC Plan has been completed and agreed, it will be kept as part of the learner's formal record and reviewed at least annually by staff, parents and the

learner. The Annual Personal Review enables provision for the learner to be evaluated and, where appropriate, for changes to be put in place.

For further information please contact the SENDCo/ Assistant SENDCo.

Access to the Curriculum for Learners with SEND

The school curriculum will be regularly reviewed by the Head of School and the School's Leadership Team to ensure that it promotes inclusion of all learners. Learners with SEND will be given access to the curriculum and offered specialist SEND provision provided by the school as is necessary, as far as possible, taking into account with the wishes of parents and the needs of the individual.

Every effort will be made to educate learners with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo/ Assistant SENDCo will consult with parents for other flexible arrangements to be made. Regular training and learning opportunities for staff on the subject of SEND are provided both within the school and via external training providers.

Training

We aim to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of learners with SEND. The SENDCo/ Assistant SENDCo attends relevant SEND courses and all teaching assistants are offered training opportunities as identified through the SEND Development Plan. We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENDCo, with the Senior Leadership Team, ensures that training opportunities are matched to school's development priorities and those identified through the use of provision management. The SENDCo, in partnership with the Deputy Head, will consider the relevance of specific training carefully and aim to meet the needs of staff dealing with specific SEND issues.

Partnership Working

Rayner Stephens continues to build strong working relationships and links with external support services in order to fully support our SEND learners and aid inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school.

Partnership with Parents/Carers

Rayner Stephens believes that a close working relationship with parents/carers is vital. We aim to promote co-operation between parents and carers, the school and the Local Authority by:

- Ensuring all parents are made aware of the school's arrangements for SEND
- Informing parents of their child's inclusion on the Inclusion Register and the reasons why
- Inviting parents to all appropriate reviews
- Operating an 'open door' approach between parents and the SENDCo/ Assistant SENDCo

- Holding regular Parental Information Evenings (3 times per year in addition to the annual parents' evening)
- Ensuring parents of SEND learners will have an opportunity to book an appointment with SENDCo / Assistant SENDCo at each parents evening regardless of year group

Partnership with Learners

Rayner Stephens encourages learners experiencing SEND to participate in their own learning by:

- Attending Individual Education Plan reviews and becoming involved in target setting
- Endeavouring to incorporate their views in aspects of their education
- Encouraging learners to work independently and develop high self-esteem
- Encouraging learners to take responsibility for their own learning

Evaluating, Monitoring and Reviewing the Success of SEND Provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and learners during the academic year. Learner progress will be monitored on a termly basis in line with the SEND Code of Practice, and will include evaluation of individual Passports. A formal evaluation of the effectiveness of the school's SEND provision and policy culminates in a SEND Report provided to the Local Governing body. The evaluation is carried out by the SENDCo in consultation with the Head of School and link SEND governor. Information is gathered from different sources such as learner and parent surveys/ teacher and staff surveys/parents evenings/ consultation evening/ report feedback forms. This will be collated and published by the Local Governing body on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Complaints Procedure

Any complaints regarding the SEND Policy or the provision made for children with Special Educational Needs should be addressed in the first instance to the school's SENDCo. If parents feel their child's needs are still not being met they should make an appointment to see the Head of School. If, however, after this point parents are still concerned, they may contact the Executive Principal.

A copy of the complaints policy can be found on the school's website at <https://www.raynerstephens.org.uk>