



**St. Cuthbert's**  
Roman Catholic High School

# **WHOLE SCHOOL POLICY & PROCEDURES**

**SEN(D)**



## **Mission Statement**

*'The Lord God requires of us that we should help others whenever we can, always make the right choices and be the best that we can be in everything that we do.'*



**St. Cuthbert's**  
Roman Catholic High School

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## 1 SCHOOL VISION, VALUES AND BROADER AIMS

As a school we are committed to providing an appropriate, high quality education to all students. We believe that all students, including those with special educational needs, have an entitlement to be fully included in all aspects of school life including a broad and balanced curriculum, which is accessible to them. St Cuthbert's values the abilities and achievements of all students and is committed to providing the best possible environment for learning for all students to enable them to flourish. We are committed to a curriculum which is rooted in the teachings of Jesus Christ and His Church, which provides ambitious educational opportunities for all members of our community. The curriculum equips our students with the knowledge, skills and personal characteristics to flourish as global citizens who bring about the Common Good. Our holistic curriculum enables us to be the best that we can be.

We believe that it is vital that students are challenged and supported to make outstanding progress academically and personally. St Cuthbert's is committed to inclusion. We aim to offer new opportunities to students who may have experienced previous difficulties and to identify needs as they arrive and provide opportunities which allow every student to reach their full potential. Provision for children with Special educational needs is inclusive and allows for reasonable adjustments to be made to support learning and wellbeing of our students, regardless of need. This does not mean that we will treat all students in the same way but that we will respond to their individual needs and support personalised learning plans.

We believe that it is vital that provision for students with SEN(D) needs is planned collaboratively, in line with the SEND Act, we plan our provision by liaising with parents and careers, our primary feeder schools and in line with our colleagues from outside agencies. The head teacher and SEN(D)Co meet regularly to monitor SEN(D) provision. Provision will be regularly developed with the whole staff through regular, at least termly, SEN(D) training sessions. The SEN(D)Co meets weekly with members of the pastoral, welfare, safeguarding and student premium team to identify and monitor concerns around students, both academically and personally.

The following document sets out how students who have special educational needs or a disability are supported, nurtured and encouraged from transition to the school, through to transition into the post 16 sector. We recognise that students with SEND can experience significant barriers to or difficulties with learning which can hinder their progress, we either short or long term. It explains the procedures and practices that we have in place to overcome these barrier to learning.

## 2. LEGISLATION AND GUIDANCE

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEN\(D\) Code of Practice](#) particularly section 6, and the following legislation:

- [Part 3 and section 69\(2\) of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEN and/or disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), regulation 51, which set out schools' responsibilities for education, health and care (EHC) plans, SEN(D) coordinators (SEN(D)COs) and the SEN(D) information report

### **3. AIMS**

#### **Our SEN(D)(D) policy and information report aims to:**

- Set out how St Cuthbert's RC High School will support and make provision for students with special educational needs (SEN(D))
- Explain the roles and responsibilities of everyone involved in providing for students with SEN(D)
- Ensure that the SEN(D) and disability Act and relevant Codes of Practice and guidance are implemented effectively across school.
- Ensure equality of opportunities for and to eliminate prejudice and discrimination against, students with special educational needs and disabilities
- Annually review the effectiveness of SEN(D) provision

#### **Our provision for students with SEN(D) aims to:**

- Identify educational needs effectively and provide effective provision and intervention necessary to enable all students to make progress, based initially on 'quality first teaching' that includes effective differentiation and adaptations to allow all students to access learning in a safe and secure environment. This includes monitoring the progress of all students to identify needs as they arise and to provide support as early as possible.
- Involve students in planning and decision making that affects them.
- Involve parents/ carers of students with special educational needs and disabilities to ensure that they are fully informed of their child's progress, provision and interventions.
- We work with students, parents/carers and outside agencies, as outlined by the SEN(D) Code of Practice, collaboratively to evaluate our graduated response (provision and interventions) for individuals to ensure its effectiveness in meeting individual's needs.
- Ensure that all advice from outside agencies is effectively responded to, acted upon, and is considered in evaluating a student's provision
- Ensure that we are able to meet the needs of as wide a range as possible of students who live in our catchment area.
- Ensure that students with SEN(D) are perceived positively by all members of the school community and that inclusive provision is valued by all. The SEN(D) team will support departments and pastoral staff to meet individual student's needs and remove barriers to learning.
- Provide full access to the curriculum through differentiated planning by class teachers in collaboration with the SEN(D) Team. In rare cases disapplication arising from a particular need(s) is required, however we aim to offer the full curriculum to all students.
- Review the provision and progress of all students with SEN(D) when appropriate, at least annually.
- Work closely with feeder school and post-16 providers, to share detailed information about students with special educational needs to ensure continuous provision which meets their individual needs.

## 4. DEFINITIONS

A student has SEN(D) 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.

There are four broad areas of special educational need and/or disability; communication and interaction; emotional and social difficulties; sensory and/or physical needs and cognition and learning difficulties. Some children may have needs in one or more of these areas. These needs can range from moderate to complex and severe. In order to meet the needs of these children, a range and variety of different types of provision is required.

SEN(D) provision means provision which is additional to, or different from, the educational provision made generally for students of the same age in mainstream schools in the area. St Cuthbert's RC High School will take due consideration of students needs when carrying out our duties towards all students. We will ensure that parents/carers are notified when additional provision is made for their child.

## 5. ROLES AND RESPONSIBILITIES

<b>SEN(D) team</b>		
<b>SEN(D)Co – Nikki Hamnett, SEN(D) governor – Dave Conclon</b>		
Claire Colenutt – Assistant SEN(D)CO	Mrs Hollingworth (HLTA – English specialism)	Mr Dixon (TA)
Louisa Kershaw – Inclusion manager	Mrs McKenna (HLTA- MFL specialism)	Mr Sheridan (TA)
Kelly Fairbrother – Health and wellbeing officer	Mrs Barlow (HLTA – science specialism)	Miss Spence (TA)
	Mrs Chudoba (HLTA – humanities specialism)	Miss Hitchings (TA)
		Mr Akmal (TA)

## 5.1 The SEN(D)Co and SEN(D) –

The SEN(D)CO is Nikki Hamnett, they can be contacted via email on [stnh01@scrchs.com](mailto:stnh01@scrchs.com) or by ringing school on 01706 647761 ext 523

Work with the head teacher, senior leadership team and SEN(D) governor to determine the strategic development of the SEN(D) policy and provision in the school, including advising on all policies and decisions relating to the provision for students with SEN(D)

Have day-to-day responsibility for the operation of this SEN(D) policy and the co-ordination of specific provision made to support individual students with SEN(D), including those who have EHC plans, including ensuring all statutory requirements are in place.

Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN(D) receive appropriate support and high quality teaching including:

- providing appropriate CPD on practice and understanding for students with SEN(D),
- providing information, support and guidance for individuals through student passports and collaboration with class teachers and support staff,
- regularly liaison with Heads of Department and the pastoral team in regards to students with SEN(D) and any SEN(D) related issues

To monitor and review the progress and provision of students with SEN(D) and intervene as required, as early as possible. This includes:

- Conducting and attending meetings as required
- Conducting SEN(D) reviews
- Applying for, contributing to and reviewing Educational Health Care Plans (EHCPs) where appropriate
- Liaising with external agencies and parents as required regarding students with SEN(D)
- Liaising with Primary partners to ensure continuous provision for students with SEN(D)

To plan, implement and monitor the graduated approach to SEN(D) support including internal; alternative curriculum courses and arrangements for students with special educational needs.

To advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively. Including reviewing provision and writing reports on SEN(D) for SEN(D)ior leadership, Governors and the LA as required.

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.

Ensure the school keeps the records of all students with SEN(D) up to date.

Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

To ensure that we are able to meet the needs of as wide a range as possible of students who live in our catchment area.
Maintain and review the SEN(D) register, all needs are recorded on SIMs. All students with identified SEN(D) will have information for teachers, including strategies to support QTF, available on class-charts.
The SEN(D)Co produces support timetables for all TA's. These change according to fluctuating need and available staffing.
<b>Assistant SEN(D)Co and SEN(D) teacher – Claire Colenutt</b>
To oversee, organise and manage the testing arrangements for baseline testing and exam access arrangements
To manage and implement exams access applications and provisions including liaising with other professionals to ensure that these arrangements are in place within examinations, summative assessments and as a 'normal way of working' for students
To manage a specified caseload of students and monitor and review the progress and provision of those students SEN(D) and intervene as required, as early as possible. This includes: <ul style="list-style-type: none"> <li>• Conducting and attending meetings as required</li> <li>• Conducting SEN(D) reviews</li> <li>• Contributing to and reviewing Educational Health Care Plans (EHCPs) where appropriate</li> <li>• Liaising with external agencies and parents as required regarding students with SEN(D)</li> </ul>
Liaising with Primary partners to ensure continuous provision for students with SEN(D)
Be the point of contact for external agencies, for specific students, 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.
To support the SEN(D)CO with developing and managing the implementation of and development of an inclusive curriculum including provision maps.
To support the SEN(D)Co with identification of and support for students with SEN(D).
To oversee, organise and manage the testing arrangements for dyslexia diagnoses where appropriate.
<b>SEN(D) teachers</b>
To continually monitor the progress of all students to identify needs as they arise and provide support and advice as early as possible
To ensure that students move on from us well equipped in basic literacy and numeracy skills and with social independence to meet the demands of life post 16.



To liaise with parents/ carers and students to plan relevant provision and reasonable adjustments to meet their needs.
To support the planning, implementing and monitoring the graduated approach to SEN(D) support including internal; alternative curriculum courses and arrangements for students with special educational needs.
To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for all students recorded as having SEN(D) including: <ul style="list-style-type: none"> <li>• developing and delivering schemes of work specific to the needs of SEN(D) students</li> <li>• maintain records of their progress within these interventions.</li> <li>• Provide specific intervention lessons for students who are working significantly below expected levels.</li> </ul>
To ensure equality of opportunity for and to eliminate prejudice and discrimination against, students with special educational needs
To continually monitor the progress of all students, to identify needs as they arise and to provide support as early as possible
To provide full access to the curriculum through differentiated planning by class teachers, SEN(D)Co and TA's as appropriate. (Except where disapplication, arising from particular needs is required. Disapplication is very rare and we aim to offer the full curriculum to all our students.
To ensure that students with SEN(D) are perceived positively by all members of the school community, and that SEN(D) and inclusive provision is positively valued and accessed by staff and parents/carers.
To attend meetings as required.
To contribute to, and assist the SEN(D)CO with the preparation, implementation and monitoring of SEN(D) support provision and Educational Health Care Plans.
To contribute to, and assist the SEN(D)CO with the preparation, implementation and monitoring of interventions.
To contribute to, and assist the SEN(D)CO with keeping up to date SEN(D) records
<b>SEN(D)D support staff – HLTAs and TAs</b>
To provide in class support and incidental intervention for students with SEN(D)D needs
To run interventions for underachieving SEN(D) students in consultation with the SEN(D)CO
To provide specific interventions for SEN(D) students as part of their Educational Health Care Plan
To contribute to any reports or reviews for SEN(D) students as required
To mentor identified SEN(D) students as required
To attend meetings as required
To undertake any other reasonable duties as directed by the SEN(D)CO
To provide specialist support within core lessons

## 5.2 The role of the governing body

The named governor for special educational needs is Mr D Conlon

The Governing Body's responsibilities to students with SEN(D) include:

- Ensuring that provision of a high standard is made for SEN(D) students
- Ensuring that SEN(D) students are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing SEN(D) policy
- Reporting annually to parents on the school's SEN(D) Policy including the allocation of resources from the school's devolved/delegated budget

## 5.3 The role of the head teacher and SEN(D) leadership team

The headteacher will:

- Work with the SEN(D)CO and SEN(D) governor to determine the strategic development of the SEN(D) policy and provision in the school
- Overseeing the day-to-day management of all aspects of the school including SEN(D) provision
- Inform the Governing Body to ensure they are well informed about SEN(D) within the school
- Ensure that the school has clear and flexible strategies for working with students and their families to encourage involvement in their education.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

## 5.4 The role of the subject teacher and head of department

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Ensure appropriate planning is in place to support differentiation and meeting the needs of all students, including ensuring differentiated planning, delivered targeted outcomes and identified provision are implemented on a daily basis.
- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for SEN(D) students
- Ensure that they are aware of up to date information about students individual needs to support their student's success in learning.
- Collaborating with the SEN(D)Co and SEN(D) team to plan, implement and review provision to support student progress
- Work with the SEN(D)Co and SEN(D) team to ensure up to date information about student's and plan student's provision
- Being involved in implementing the school's SEN(D) policy
- Ensuring that they create a positive inclusive learning environment for all learners that reduces inequality.

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 SEN(D)CO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEN(D) policy

## **6. SEN(D) INFORMATION REPORT**

### **6.1 The kinds of SEN(D) 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, dyscalculia, dyspraxia, moderate/ severe learning difficulties, attention deficit hyperactivity disorder (ADHD) or attention deficit disorder (ADD),
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), anxiety,
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, cerebral palsy, Charcot-Marie-Tooth

These needs can range from moderate to complex and severe. In order to meet the needs of these children a range and variety of provision is required.

### **6.2 Identifying students with SEN(D) and assessing their needs**

Early identification of students with SEN(D) is vital. 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 child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

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

This data may be collected by:

- LUCID EXACT reading testing for students from year 7-10
- Baseline assessments from year 7, which can be repeated annually to measure progress
- Cognitive attainment tests
- Evidence from class teacher observation/ assessment and referrals
- SEN(D) team and outside agency observations e.g educational psychology, Rochdale additional needs service,
- Student's progress towards subject standards and subject teaching assessments, this may include progress reviews

- Standardised screening or assessment tests or tools
- Observations and assessments for social and emotional development
- Screening/ diagnostic tests
- Records and reports from feeder schools or previous schools
- Discussions/ meetings with parents/carers and/or students
- External exam results

Slow progress and low attainment **will not** automatically mean a student is recorded as having SEN(D).

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.

### **6.3 Consulting and involving students and parents**

Students and parents are involved we will have discussions with the student and their parents/carers 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 students and/or parents' concerns
- Everyone understands the agreed outcomes and next steps are explored and identified sought

Notes of these early discussions will be added to the student's pastoral record and can be shared with parents/ carers on request. These discussions **will not** automatically mean that a student is recorded as having SEN(D). We will formally notify parents when it is decided that a student will receive SEN(D) support.

### **6.4 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 SEN(D) team 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 student
- 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.

### **6.5 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. Where appropriate we will agree with parents/carers and students which information will be shared as part of this. The SEN(D)Co and positive steps liaise to ensure that appropriate details are given to post 16 providers.

On transition to St Cuthbert's RC High School we collect information from previous schools by:

- Meetings/ discussions with SEN(D)CO and year 6 teachers to share information about a student's individual needs, this may include students where there is cause for concern who are not on the SEN(D) register.
- Where necessary further meetings may be arranged with the school and the young person's family where appropriate.
- Additional transition visits are arranged for student's, these are planned around a student's needs and can include extra visits with primary staff, quiet tours, transition booklets, school photograph packs, support on transition day,
- The SEN(D)Co and assistant SEN(D)Co visit feeder schools.
- The SEN(D)Co is also available at the transition evening and transition day.
- Annual reviews for students with EHCPs are attended for students in year 5 and 6 where we are identified as the secondary provider and we are invited to the meeting.
- For students who are transitioning to the school mid-year heads of year will collate information from the student and parent/carer on admission which will be shared with the SEN(D)Co, The SEN(D)Co will collect information from previous schools where there is an identified need which will then be shared with subject teachers.
- The SEN(D)CO and Head of Year will also attend the transition event arranged by the local authority to collect information about students transitioning form year 6 to 7.

### **6.6 Our approach to teaching students with SEN(D)**

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 SEN(D). High quality first teaching is characterized as (DCSFs guide to personalized learning, 2008):

- Highly focused lessons designed with sharp objectives
- High demands of student involvement and engagement in their learning
- High levels of interaction for all students
- Appropriate use of teacher questioning, modelling and explaining
- Regular opportunities for students to learning through talking
- Expecting that students will accept responsibility to their own learning and work independently.
- Regular use of encouragement and authentic praise to engage and motivate students.

This is often referred to as **wave 1 provision**.

In order to make progress a student may require differentiation which may involve modifying learning objective, teaching styles or access arrangements. This may include whole class planning with individual targets set. Where students are supported by TA support they will work collaboratively with teachers to develop personalised plans for students with identified plans and strategies these will be based on a student's EHCP or student passport.

Students' progress is reviewed at the same intervals as their peers and a decision made about whether they are making appropriate progress or whether additional provision/ intervention is required. Regular reviews of data are completed by the SEN(D)Co and SLT.

Where the nature or level of a student's needs are unlikely to be met by such, an approach/provision at the School Support Stage (K) may need to be made. School Support provision would be indicated where there is evidence that:

- There has been little or no progress made with existing interventions.
- Additional support is required to develop specific literacy or numeracy skills.
- Additional support is required for emotional or social development.
- Additional support is required for sensory or physical impairments.
- Additional support is required for communication or interaction needs.
- Additional support maybe required for medical or mobility reasons.

These may be short or long term needs.

The responsibility for planning for those students remains with the class teacher, **in consultation with the TA and/or the SEN(D)Co / specialist support**.

Monitoring will be carried out by teachers and TA's who will record any significant achievements and difficulties. TA's will raise any issues which concern them with the SEN(D)Co and at departmental meetings.

For some students there will be a need for more specific interventions such as:

- Mentoring/coaching from a key adult
- Subject specific interventions and catch up sessions
- Literacy interventions including accelerated reader, guided reading, IDL,
- Pastoral support
- Additional support
- Modified curriculum
- Support through the BOOST or SELECT centers and interventions
- Personalized classroom strategies
- Student passports and learning plans
- Referrals to outside agencies
- Exam access arrangements
- Sensory adjustments

This is often referred to as **wave 2 provision**.

Those children who hit the criteria of complexity of need and have had specific interventions, without significant success, will be considered for an EHCP. The process of obtaining an EHCP is managed by the Local Authority. Schools, health professionals, parents/carers and the young person themselves, can all apply to the Local Authority who will decide if a student should be assessed for a statutory, Education, and Health Care Plan. The school would prefer to work together with parents / carers and the young person in order to apply for statutory assessment as this has proved to be the most successful route in the past. Advice on how to apply for a statutory assessment can be found on the Rochdale Council website, using the following links: <https://rochdale.fsd.org.uk/kb5/rochdale/fsd/advice.page?id=Lu54YEKAUKQ>. The support for those children who have an EHCP will include many of the interventions outlined at wave 2, but the level of support should be enhanced and very specific. Children at wave 3 intervention currently have an Individual Education Plan or IEP. This is changing and following conversion to an EHCP, children will have an Individual Provision Map (IPM). IMP are reviewed regularly and sets out the strategies and interventions to be used by those working with the student to address their needs. The EHCP is reviewed annually with all parties involved. This is often referred to as **wave 3 provision**.

### **6.7 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., scaffolding, chunking or extended overlearning.

### **6.8 Additional support for learning**

Within school we have a number of teaching assistants (TAs) and subject specialist higher level teaching assistants (HLTAs). Where students have high level needs that require additional staff support students may work with a TA or a subject specialist HLTA. Support staff may work with student's on a 1:1, paired or small group basis. Dependent on need support staff may work on individual plans or interventions or may provide incidental in class support as and when needed. Some students are allocated a key adult or keyworker to support them with their wellbeing and to support their academic progress.

Where appropriate we will refer, liaising and collaborate with outside agencies to support the needs of students this includes:

- The school educational psychologist, visits monthly to assess and advise on specific students following referral by the SEN(D)Co
- A visual impairment specialist teacher from Rochdale Additional Needs service (RANs) visits fortnightly to review provision and accessibility.
- A hearing impaired specialist teacher from Rochdale Additional Needs service (RANs) visits half termly to review provision and accessibility.
- An autism specialist teacher from Rochdale Additional Needs service (RANs) visits at least half termly to review provision and accessibility and work with individual students and staff to provide advice and training.

- Healthy Young Minds (HYM)
- #thrive
- Positive steps
- School health
- Barnado's
- Physiotherapy
- Occupational therapy
- Speech and language therapy

Where appropriate the SEN(D)CO may be involved in the early help assessment process or child in need/ child protection process.

Where appropriate the school will loan or purchase specialist equipment to support a student's individual needs e.g weighted blankets, sensory resources, ipads, laptops, reader pens, hearing aids, talking measuring aids.

### **6.9 Evaluating the effectiveness of SEN(D) provision**

We evaluate the effectiveness of provision for students with SEN(D) by:

- Reviewing students' individual progress towards their goals at least annually, progress with be reviewed at assessment points for each year group.
- Reviewing the impact of interventions after a half term
- Monitoring by the SEN(D)CO
- Using provision maps to measure progress
- Holding annual reviews for students with statements of SEN(D) or EHC plans
- Student voice meetings

### **6.10 Enabling students with SEN(D) to engage in activities available to those in the school who do not have SEN(D)**

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 our residential trip(s).

All students are encouraged to take part in all aspects of school for example sports day/school plays/special workshops, etc.

No student is ever excluded from taking part in these activities because of their SEN(D) or disability.

Where necessary additional arrangements can be put into place to support students on educational visits and in extra-curricular activities.

### **6.11 Complaints about SEN(D) provision/ raising concerns**

Students and parents/ carers can raise concerns via:

- Subject teachers
- Key adults/worker where appropriate
- The SEN(D) team



- The SEN(D)Co
- If appropriate the head teacher

Complaints about SEN(D) provision in our school should be made via email ([stnh01@scrchs.com](mailto:stnh01@scrchs.com)) to the SEN(D)CO, Nikki Hamnett, in the first instance.

If the issue cannot be resolved within 10 days, the parent/carer can submit a formal complaint to the headteacher, in line with the school's complaints policy, in writing or any other accessible format. The headteacher will reply within 10 working days.

### 6.15 The local authority local offer

Our contribution to the local offer is included in our information report.

Our local authority's local offer is published here

<https://www.ourrochdale.org.uk/kb5/rochdale/directory/localoffer.page?localofferchannel=0>

## 7. MONITORING ARRANGEMENTS

This policy and information report will be reviewed by the SEN(D)Co, Nikki Hamnett in collaboration with relevant parties **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## 8. LINKS WITH OTHER POLICIES AND DOCUMENTS

This policy links to our policies on:

- Accessibility plan
- Single equality and community cohesion policy
- SEN(D) information report
- Curriculum plan
- Behaviour
- Supporting students with medical conditions
- Complaints policy

### Useful links

- Children and Families Act 2014 (<http://www.legislation.gov.uk/ukpga/2014/6/section/69>)
- Equality act 2010 (<https://www.legislation.gov.uk/ukpga/2010/15/section/10>)
- Special Educational Needs and Disability Regulations 2014 (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>)
- Regulation 51 (<http://www.legislation.gov.uk/uksi/2014/1530/regulation/51/made>)