



Special Educational Needs and Inclusion
Policy

The School Offer

Reddish Vale High School

Updated September 2019

The SEND and Inclusion team at Reddish Vale High School:

Suzanne Watt – SENDCo

Jo Rosser – Intervention Manager (Year 7)

Natalie Doyle – Intervention Group Manager (Year 8)

Learning and Behaviour Mentors

Karen Brammer (Art therapy)

Beathan Hopkins

Claire Sheridan

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Jenna Saide

Matthew Edwards

Other contacts

Matt Whoriskey – Designated Safeguarding Lead

Linda Hanson – Line Manager of SEN

Aims and Philosophy

Changing perceptions

At Reddish Vale High School we recognise that some pupils have individual educational needs. We aim to identify those specific and personal needs and seek to raise achievement, aspirations and expectations for pupils who have any kind of difficulty in accessing the whole school curriculum.

Pupils have difficulty accessing the curriculum if they:

- Have significant difficulties in learning in comparison with the majority of children of the same age;
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

The identification of Special Education Needs:

Pupils may have Special Educational Needs as a result of one or more of the following:

- Communication and interaction issues
- Cognition and learning issues
- Emotional and developmental issues
- Physical and /or medical needs

Special Educational Needs provision may be triggered when students fail to achieve adequate progress despite having had access to high quality differentiated teaching programmes within individual subject areas. Parents and staff will be informed that the child has special educational needs and appropriate provision identified to meet the student's needs will be made. Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum
- Working at levels significantly below age expectations, particularly in Literacy and / or Numeracy
- Behavioural issues around school

The school recognises that there may be other factors affecting the academic progress of some pupils in school but on their own, these factors do not constitute the specific identification of a special need. These may include:

- Disability (The Code of Practice 2014 outlines the 'reasonable adjustment' duty for all settings and schools provided under Disability Equality legislation – these alone do not constitute SEND)
- Attendance and punctuality

- Health and welfare
- English as an Additional Language (EAL)
- Economic wellbeing
- Being a Looked After Child
- Being a child of servicemen / women
- Behavioural issues described as an 'SEND need' will no longer be acceptable. Any concerns relating to child or young person's behaviour should be described as an underlying response to a need, which we, as a school will be able to recognise and clearly identify.

Policy objectives

1. To identify and provide for pupils who have special education needs and additional needs
2. To work within the guidance provided in the SEND Code of Practice 2014.
3. To operate a 'whole pupil, whole school' approach to the management and provision of support for SEND and to co-ordinate responses from different areas of the school, both pastoral and academic.
4. To provide a Special Educational Needs Co-ordinator (SENCO) and will work with, and be responsible for, the SEND inclusion policy
5. To provide support and advice for all staff working with special educational needs
6. To have a named 'advocate' for each pupil who has either a Special Needs a Educational and Healthcare Plan or who is on the SEND support list within school. This advocate will liaise with all teachers and pastoral staff concerned with the individual child and be responsible for the review process for each child.
7. To provide 'nurture' for each year group at KS3 and in Year 10 where structured intervention and support for pupils with SEND will be provided. Where funding provides, each lesson will be supported by a Learning and Behaviour Mentor. Nurture groups at KS3 will contain no more than 10 pupils.

A graduated approach to SEND Support – Managing pupils on the SEND register

In this section we set out the process by which the school identifies and manages children and young people with SEND

- Each pupil in the school is entitled to quality teaching within individual subject areas. All teachers will be able to identify pupils who are falling behind in terms of academic progress over a period of time. If a teacher or Head of Year feels that a pupil is not making adequate progress after consistent differentiated work within the class then the SEND and Inclusion department should be approached. Individual subject teachers and Heads of Year will record all strategies used to support the individual child before discussions with the SEN Department. These records will be used by the SEND Department to decide if the child should be monitored further. If a child is not making adequate progress then a referral should be made to the SEND Department **within a half term.**
- At this stage, the child will be given a WRAT test and a dyslexic tendencies test by the SEND Department to check if there are any fundamental issues with basic literacy and numeracy. The SENDCo will decide if the pupil would benefit from extra reading/numeracy skills.
- If the SEND Department then decides that the child needs further intervention and in conjunction with discussions with parents, it may be that the child is added to the SEND Support list. At this stage it may be necessary to draw on more specialised assessments from external agencies and professionals. The child will be given a named 'advocate' (Learning and Behaviour Mentor) who will then monitor the child's progress and will also be involved in the review process. The advocate will work with the child in some lessons, giving individual support and guidance and further help with differentiation and academic organisation. The SENDCo will monitor provision and the review process. Pupils and parents of pupils on the monitoring list will be invited into school to discuss the child's progress at a review meeting once a year. A Child Centred Review will be created through discussions between parents, pupils and SEND staff. New targets for progress will be set. Details of pupils on the SEND monitoring list will also be given to all members of staff as an Access Plan. This will give details of all specific issues relating to the individual child. Pupils will stay on the support list until the SEND Department feel that good sustained progress is being made in the majority of subjects.

- If the SEND Department decides that further interventions are necessary and that the pupil is still not making adequate academic progress the child, in discussion with parents, will be referred for an Educational and Healthcare Plan. If granted, the provisions of the plan will be adhered to by all staff within the school. At this stage it will be necessary for agencies within the school to work together to complete an EHA form.

Further targeted support

- At the beginning of every new academic year, the SEND Department will decide which pupils will benefit from working within a 'nurture group'. Nurture group managers will spend time within feeder primary schools discussing issues with class teachers and headteachers as to which children would benefit from this setting within our school.
- There is a rigorous process within school for deciding on whether or not a child may need special access to external and internal exams. The SENCo will begin the process of identification of pupils who may need special arrangements very early in their school career.

Supporting pupils and families

For further details of the SEND policy within the school see the LA Local Offer on the school website. This gives details of all link personnel within the SEND Department.

Supporting pupils at school with medical conditions

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and PE. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Staff within the school are given training every year on how to support pupils with individual health issues. Guidance is then produced and then given to all staff giving details of individual pupils with health issues and support and guidance on how to manage these issues. The school first aider is Janet Newman.

Monitoring and evaluation of SEND

The SENCo is responsible for monitoring the quality of LBM support given in lessons. Staff will receive training on aspects of SEN throughout the year.

Reviewing the policy

Given the climate of reform as we move into the new requirements for SEND for school effective from 1 September 2014 we have decided to review this policy annually.

Accessibility

The Disability Discrimination Act, as amended by the SEND and Disability Act 2001 places a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement these plans. We are currently reviewing our procedures for allowing greater access for pupils with disabilities.

Dealing with complaints

If parents feel that they need to make a complaint to the school about any aspect of the SEND process within school, they should address their concerns initially to Suzanne Watt (s.watt@reddish.stockport.sch.uk). If parents feel that their complaint has not been handled to their satisfaction they should approach Linda Hanson (l.hanson@reddish.stockport.sch.uk)

S. Watt

September 2019