Reddish Vale High School

Positively changing lives through personal growth and academic excellence

Special Educational Needs, Inclusion and Disability Policy

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RESPECT - ASPIRATION - DETERMINATION - INDEPENDENCE

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SEND Policy and Code of Practice

This policy has been developed in keeping with the following legislation and reports:

- Education Act 1996
- Schools Standards and Framework Act 1998
- Disability Discrimination Act 2005
- The Disability Equality Scheme 2006
- The Lamb Report 2010;
- Children and Families Act 2014
- Special Educational Needs and Disability (SEND) Code of Practice: for 0 to 25 years September 2014 - updated in January 2015
- The Equality Act 2010
- Working together to Safeguard Children 2013

Vision and values

The vision at Reddish Vale High School is one of **'Positively changing lives'**, through **personal growth** and **academic excellence** underpinned through the school's core values of; **Respect**, **Aspiration**, **Determination** and **Independence**.

Principles

At Reddish Vale High School, we recognise that some pupils have individual educational needs. All pupils are entitled to be fully included in all aspects of school life, including our enrichment programme. Reddish Vale High School is committed to providing a broad and balanced curriculum that meets the needs of all pupils. 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 or young people of the same age.
- Have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that impact on their health and wellbeing.

The identification of Special Education Needs

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. (Code of Practice 6.15)

Children or young people will have needs and requirements which fall into at least one of the four areas, frequently more than one. The areas of need are:

Communication and interaction - Children who have difficulty communicating with others, this may be due to speech and language difficulties, or the child may have a diagnosis of autism

Cognition and learning - Children that learn at a slower pace compared to others of a similar age and may have a diagnosis which can affect a child's ability to learn e.g. dyslexia, dyspraxia, dyscalculia or general learning difficulties

Social, emotional and mental health -This can include children that may be withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, where these are the main presenting needs

Sensory and/or physical impairment - These children may need further special educational provision because of either visual impairment, deafness, milder hearing impairment, physical difficulties (Code of Practice 6.28-6.35)

It is important to note that not all behaviour issues are linked to social, emotional and mental health and may reflect other underlying difficulties.

Children and young people with some health or disability conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition (Code of Practice XViii)

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Schools should establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN. Reddish Vale provides specialist support for pupils with English as an Additional Language, this service works alongside the SEND faculty in identifying SEND needs with children where English is not the first language. (Code of Practice 6.24)

Behaviour

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health

and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH- related difficulties that could affect their behaviour.

Policy objectives:

- To boost the literacy and numeracy skills of pupils with general and specific learning difficulties both as an end in itself and as a means of providing maximum access by such pupils to the rest of the curriculum
- Develop adaptations in all lessons through high quality teaching to improve the educational opportunities of all pupils, regardless of ability
- Meet the special educational needs of children with physical disabilities as far as is practicable in terms of layout/resources of the school
- Increase the confidence of pupils with SEND, encouraging them to be involved in their own provision
- Communicate with parents about all aspects of the special needs provision made for their children and to seek to develop a partnership with them
- Deploy the resources of the learning support team
- Use the SEND Code of Practice as a framework for identification of, and provision for, pupils with special educational needs

Roles & Responsibilities

The SEND and Inclusion team at Reddish Vale High School:

- Hannah Yuille and Malcolm Dodd - SENDCOs
- Natasha Simmonds and Emma Marsden - Assistant SENDCos
- Jenny Tong – Transition Teacher
- High-level Teaching Assistants (HLTA's)
- Learning Support Assistants (LSAs)

Other contacts

- Amy Knowles – Designated Safeguarding Lead
- Claire Evans – Line Manager of SEND

SENDCo

The SENDCo is responsible for:

- Working with the Headteacher and SEND Governor, Clare Redfern to determine the strategic development of the SEND policy and provision in the school
- Having day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those with EHC plans
- Providing professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils/ young people with SEND receive appropriate support and high-quality teaching
- Advising on the graduated approach to providing SEND support
- Evaluate process and practice to improve outcomes
- Advising on the deployment of the school's delegated budget and other resources to meet pupils'/young peoples' needs effectively
- Being the point of contact for external agencies
- Liaising with potential next providers of education to ensure pupils/young people and their parents are informed about options and a smooth transition is planned
- Working with the Headteacher and the Governing Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensuring the school keeps the records of all pupils/young people up to date
- Managing SEND LSAs and other SEN support staff
- Overseeing the professional development of all staff in line with SEND
- Contributing to the in-service training of staff
- Preparing submissions for statutory assessment (Educational Health Care Plans)

Class Teacher/keyworker

All school staff have a responsibility for pupils with SEND in their class, firstly to ensure High Quality Teaching with differentiation and adaptations to meet need. Staff access training through INSET or CPD opportunities to ensure that needs can be met. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan, (EHCP). A positive and sensitive attitude is shown towards all pupils by adults in school. Staff responsibilities are identified in individual job descriptions.

Learning Support Assistants play a major role in the support of pupils with SEND. The rationale for the deployment of LSAs is pupil centered.

Each class teacher is responsible for:

- The progress and development of every pupil/young person in their class through high quality teaching/ quality first teaching

- Working closely with any Learning Support Assistants or specialist staff to plan and assess the impact of the support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's/ young person's progress and development and decide any changes to provision
- Provide information, reports or attend review meetings based on the person centered principles

Headteacher/Deputy Headteacher

The Headteacher/Deputy Headteacher will:

- Work with the SENDCo and 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 SEN and/or disability.

SEN Governor

The SEND Governor will:

- Help to raise awareness of SEND issues at Governing Board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the SENDCo and the Headteacher to determine the strategic development of the SEND policy and provision in the school and to evaluate the effectiveness of procedures and impact of the interventions.

The Graduated Approach

Where concerns are raised about a pupil from a SEND perspective, we have a clear referral process which helps identify specific areas of need and plan next steps. Any addition to the SEND register is done with parental consent.

Where a pupil is identified as having SEND, we will take action to remove barriers to learning and put effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

<u>Assess</u>

In identifying a pupil as needing SEND support the class or subject teacher, working with the

SENDCo, will carry out a clear analysis of the pupil's needs. We will consider the views and experience of parents, the pupil's own views and, if relevant, advice from external support services.

Plan

Where it is decided to provide a pupil with SEND support, the parents will be notified, although parents will have already been involved in forming the assessment of needs as outlined above.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. The support and intervention provided should be selected to meet the outcomes identified for the pupil.

Do

The subject teachers should remain responsible for working with the pupil on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any LSAs or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo will support the class or subject teacher in the further assessment of the pupil's particular strengths and areas of need, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, and the views of the pupil and their parents/carers sought. This should feed back into the analysis of the pupil's needs.

Quality First Teaching

Quality First Teaching (QFT) is the first step in removing the barriers to learning for pupils who have SEND, which is the delivery of high-quality, inclusive teaching. The majority of pupils with SEND will have their needs met in this way.

- Strategies used to support pupils with additional educational needs include;
- Different learning materials or more effective strategies;
- Special equipment or resources;
- Some group or individual interventions from the subject teacher, LSAs or SENDCo; and/or
- Undertaking staff development

Transition, Identification and support for SEND

Our assessment arrangements are intended to ensure that pupils' special needs are identified as soon as possible so that Pupils with SEND are given a full and equal access to a broad and balanced curriculum.

The SENDCo and the Transition coordinator endeavor to obtain the SEND folders from primary schools so that information on new Year 7 pupils can be shared with staff at the earliest opportunity. Key Stage 2 results are analysed and the new Year 7 pupils undergo reading tests.

A summary of information discussed at the review meetings is given to the Year group team. This informs setting and/or grouping our children. The SEND register is updated regularly so that staff have got the necessary information. The SEND register is available for all staff to access.

The subject teacher is also responsible for identifying SEND through observation and assessments. The teacher should refer any concerns to the SENDCo. A referral may be made to the Educational Psychology Service if needs are considered to be hard to identify or severe. Other agencies (Speech and Language Therapy (SALT), Children and Adolescent Mental Health Service (CAMHs), The Inclusion Service, EAL support, School nurse, Mentors) may also be involved where relevant.

Assessment data is used to inform decision making and planning. A member of the SEND team will attends reviews for pupils at SEN support and at our open evenings, parents have an opportunity to talk to the SENDCo.

Identification strategies that can be adopted are:

- Observation by internal staff and external agencies;
- Results of standardised tests and assessments;
- Teacher observation;
- Year team referrals
- Discussions with parents/guardians and pupils; and
- Discussions with other staff, LSAs, subject teachers, informal advice from other agencies

When a child has been identified as having a SEND need and needs further support with learning in addition to Quality First Teaching (other than natural transition of information i.e. primary to secondary) parents should be informed and the pupil's name should be placed on the SEND register (code: K). Information then needs to be gathered about the pupils needs and an appropriate personal One Page Profile is written and distributed to class teachers. We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

Where additional provision is required to allow a pupil to make sufficient progress, pupils will have their needs met via our school's SEND support. This is the term used to describe provision that is additional to, and different from, that which is available as part of QFT. It is funded from our school's own resources.

The SENDCo will decide on the level of provision in consultation with colleagues and parents/ carers. If, after an appropriate period of time and several cycles of the graduated approach, the pupil continues to make less than expected progress, then the SENDCo will consult with and draw upon the advice of appropriate professionals from external agencies to assess whether there is a need to access additional, external support.

If, following a period of SEND Support, a pupil is making expected progress, the provision which is additional to, and different from other pupils will cease and the pupil will receive QFT in the classroom to allow them to continue to make progress.

Provision strategies that may be adopted to support pupils with SEND may include:

	Cognition & Learning	**Communication & Interaction**	**SEMH**	**Sensory & Physical**
Universal	Boosting Reading Inference Reading Plus Reading for Pleasure Form time reading CATS/NGRT	Communication Friendly Classrooms Language Link Screener	Restorative Approach to behaviour Mental Health Practitioner Counselling	Medical Lead – Janet Newman
SEND	Keyworker One Page Profile That Reading Thing Numeracy Groups Working Memory LSA in class support Educational Testing Precision Teaching Yr7 Transition Teacher	Keyworker One Page Profile Language Link Zones of Regulation Lego Social Stories LfBE ELKLAN Farm Creative Wellbeing Sensory Respite ELSA	Zones of Regulation Lego Social Stories Farm ABSA Groups Creative Wellbeing Drawing & Talking ELSA Sensory Respite	Keyworker One Page Profile Physio Exercises Access Plans to inform teaching Fine Motor Skills Touch Typing
External	EAA Assessor Inclusion Service	SALT Input ND team – via referral	EP Input Secondary Jigsaw – via referral	Physiotherapy VI/HI services

LSAs may be available to assist with the personal care of pupils, if requested in their EHCP.

Education, Health and Care Plan (Code: EHCP)

If, after a sustained period of time and multiple cycles of the graduated approach including consultation with external agencies, a child or young person continues to make insufficient progress in their area of need, then the SENDCo, in consultation with parents/ carers and acting on the advice of professionals, may decide to make a formal request for an EHC Needs Assessment.

The EHCP is designed to facilitate collaboration between Education, Health and Social Care services to provide integrated support for the child or young person with SEND and has additional funding attached to fund provision to meet the child/ young person's needs.

Only a minority of pupils with SEND would need an EHCP (4.3% nationally; DfE, January 2024). Need to update this figure

A request for assessment would be submitted by the SENDCo and would include evidence or information about:

- Evidence of Assess, Plan, Do, review Cycle, with costings where applicable
- The views of the child / young person and parents
- Involvement of other professionals including written reports
- A background and history of special educational needs for the child / young person
- A detailed description of the current SEND for the child / young person in each of the four broad areas of need
- The pupil's health including the pupil's medical history where relevant
- Academic progress and attainment, including any results from standardised tests
- Any involvement by Social Services or the Educational Welfare Officer

If an EHCP is issued, a pupil's SEND provision will be summarised in the document. The school will undertake to carry out the specific requirements outlined in the EHCP. This provision will be formally reviewed annually. The aim of the review will be to:

- Assess the pupil's progress in relation to their targets
- Review the provision made for the pupil; and
- Consider the appropriateness of the existing ECHP in relation to the pupil's performance during the year and decide whether to continue or amend it

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 children and young people at school with medical conditions should be properly supported so that they have full access to education, including school trips and PE. Some children and young people 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 will 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 SENDCo is responsible for monitoring the quality of LSA support given in lessons. Staff will receive training on aspects of SEND throughout the year.
Through regular review meetings the school will monitor the outcomes using the person centred principles, involving the young person, parents, class teacher, Learning Support Assistant and other professionals as appropriate. The graduated response model of assess, plan, do, review should be used (Code of Practice).

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- narrows the attainment gap between pupil and peers
- prevents the attainment gap widening
- is equivalent to that of peers starting from the same baseline but less than the majority of their peers
- equals or improves upon the pupil's previous rate of progress
- ensures full curricular access
- shows an improvement in self-help and social or personal skills
- shows improvements in the pupil's behaviour including reduction of loss of learning time

Access Arrangements – Examinations

Access arrangements are provided for pupils with an identified additional need where an assessment provides a barrier to candidates demonstrating their skills and knowledge. This includes, for example, providing a reader to enable the candidate to demonstrate that they can interpret the text.

The SENDCo is responsible for assessing appropriate reasonable adjustments for pupils based on their needs. Awarding bodies are then responsible for agreeing those reasonable adjustments that may include permitting a reader or scribe.

Admissions and Transition

Supporting pupils Admission Arrangements
The school strives to obtain information from previous schools especially for those pupils identified with having SEND or English as an additional language (EAL).

The school has a comprehensive transition system for Year 6 pupils. In addition, the SENDCo and the Transition Co-Ordinator visit feeder primary schools to obtain information that is then shared via the SEN register.

Transition
Year 7 staff will meet with staff from partner primary schools prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENDCo after this meeting. Where necessary the SENDCo will arrange a further meeting.

Teachers of children joining from other schools will receive information from the previous school; if there is an SEND issue the SENDCo will telephone to further discuss the child's needs. Children transferring from Reddish Vale High School to new schools will have all details of particular needs and additional provision made by the school passed on. The SENDCo will discuss these children with other schools/colleges on request.

Supporting pupils moving between phases and preparing for adulthood
We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Outside Agencies.
We aim to maintain useful contact with support services across Stockport and other local authorities as appropriate.

For pupils on our SEND Support list any one or more of the following agencies may be involved Educational Psychologist, School Nurse, Inclusion Service, Health Visitors, Speech and Language, Occupational Therapy, Child and Adolescent mental health service and Community Paediatricians.

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Reviewing the policy

The school considers the SEN Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.

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.

Working in partnership with parents

Reddish Vale aims to promote co-operation between parents / carers, the School and the Local Authority (LA). This is achieved through:

- ensuring all parents / carers are made aware of the School's arrangements for SEND
- informing parents / carers of their child's access to SEND Support
- inviting parents / carers to all appropriate reviews, meetings and transition events
- engagement with LA services and attendance to termly SENDCo forums by the SENDCo to stay abreast of updates and training at the LA level
- operating an 'open door' approach between parents / carers, the SLT and the SENDCo.

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 the SENDCo. If parents feel that their complaint has not been handled to their satisfaction they should approach the Headteacher, Darren Moroney (headteacher@reddish.stockport.sch.uk)