



Special Educational Needs and Inclusion Policy

The School Offer

Reddish Vale High School

Updated by: Mrs Jill Lewins

December 2018

Approved By: Full Governing Body

December 2018

Date for Annual Review:

September 2019

The SEND and Inclusion team roles and responsibilities at Reddish Vale High School

Provision for pupils with additional needs is a matter for all members of the School community.

Jill Lewins – SENCO

Linda Hanson- SLT Link

Jo Rosser – Nurture Group Manager (Year 7)

Natalie Doyle – Nurture Group Manager (Year 8)

Learning and Behaviour Mentors

Karen Brammer (Art therapy)

Beathan Hopkins

Claire Sheridan

Sarah Cook

Collette Cox

Anita Mistry

Vikki Marshall

Divina Coghlan

Lindsey Heslin

Cheryl Richmond

Other contacts

Matt Whoriskey – Designated Safeguarding Lead

Teachers are responsible and accountable for the progress and development of all pupils in their classes, including those pupils with Special Educational Needs and/or Disability (SEND). Learning Behaviour Mentors (LBMs) provide additional support within the classroom to help to remove the barriers to learning for pupils with SEND.

Teachers and LBMs should be aware of the School's procedure for identifying, assessing, monitoring and making provision for pupils with SEND. The School's Special Educational Needs Co-ordinator (SENCO) has responsibility for ensuring that teaching and support staff are fully aware of this practice and that they are aware of individual pupils with SEND. The SENCO also reports to the Governing Body on SEND issues.

All provision at Reddish Vale High School is fully inclusive. Students with SEND are taught through a mixture of mainstream classes, nurture group support and withdrawal from lessons as appropriate for pupils requiring additional bespoke support. Lessons are differentiated to allow pupils to access the curriculum at their appropriate key stage.

A programme of Continuous Professional Development ensures that all teachers and LBMs are conversant with current SEND practice.

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.

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 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.

The identification of Special Education Needs:

The Special Educational Needs and Disabilities Code of Practice, updated 1 May 2015, defines a pupil with special educational needs as:

“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 him or her. 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.

The Code of Practice does not assume that there are hard and fast categories of SEND, but recognises that special educational needs and provision can be considered as falling under four broad areas:

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

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEND. Action to meet a pupil’s SEND follows a graduated approach as required by the SEND Code of Practice (2015), which is a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs. Where additional provision is required to remove barriers to learning, pupils will have their needs met via the School’s SEND support.

SEND Support

This is the term used to describe the provision made to support pupils with additional needs. It is funded from the School’s own resources. The majority of pupils and young people with SEND will have their needs met in this way.

The School’s SENCO will decide on the level of provision in consultation with colleagues and parents. 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 SENCO 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.

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:

- continues to work at levels substantially below those expected of pupils of a similar age;
- continues to have difficulty in developing literacy and mathematical skills;
- has emotional and behavioural difficulties which substantially and regularly interfere with their own learning or that of the class/group, despite targeted behavioural intervention from the pastoral team;
- has sensory needs and requires additional specialist equipment or regular advice or visits, providing direct intervention to the pupil or advice to the staff, by a specialist from the sensory impairment service;
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

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.

A range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions will be considered to support the child's progress.

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 SENCO 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 SENCO 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.

Education, Health and Care Plan (EHCP)

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.

Only a minority of pupils with SEN would need an EHCP (2.9% nationally; DfE, July 2018).

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

- The School's SEN provision for the pupil to date;
- Records or regular reviews and their outcomes;
- The pupil's health including the pupil's medical history where relevant;
- Academic progress and attainment;
- Attainments in literacy and mathematics;
- Educational and other assessments, for example from an Advisory Specialist or Educational Psychologist;
- Views of the parents and of the pupil;
- Involvement of other professionals;
- Any involvement by Social Services or the Educational Welfare Officer.

If an EHCP is issued, a pupil's SEN 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 reviewed annually.

Provision

Assess

Information on all new intake pupils is analysed by the:

Admissions Officer;

SENCO;

Head of Year 7;

LBM assigned to Pupil.

On entry to the School, all pupils will have their reading and spelling assessed. This information, alongside Key Stage 2 pupil data, Test scores and advice gained from Primary School allows us to determine the level of support that each pupil requires.

Plan

Information about pupils with SEND is disseminated to all teaching and support staff via Individual Education Plans (IEPs). For pupils being monitored by the SEND department, information about the barriers to learning and appropriate strategies to support these pupils are shared via the IEP. For pupils at SEN Support, pupils also have individual progress targets with strategies and provision to allow them to be able to be successful in their targets. IEPs are available for all staff to view.

Do

Provision offered to support pupils with SEND is bespoke to each child's needs and include:

- TA support in mainstream classes;
- Literacy intervention during morning registration;
- Lexia intervention, a computer programme designed to address the literacy needs of each individual pupil;
- Lego therapy sessions;
- Lunchtime pastoral, social and homework support;
- A very small number of students withdrawal from English lessons to be taught in a small group;
- Support with social and emotional aspects of learning;
- Work with the Educational Psychologist on specific targets;
- Mindfulness sessions.

Some of the LBMs are available to assist with the personal care of pupils, if requested in their EHCP.

Review

IEPS are reviewed and updated termly as part of the graduated approach. Progress against targets is assessed and recorded and new targets are set where necessary.

Ongoing Assessment

The progress of pupils being monitored by the SEND department, as well as those receiving SEND Support, is reviewed termly. Progress data for the whole year group is also reviewed termly to highlight any pupils who are consistently underachieving. This then enables the SEND department and pastoral team to determine any underlying reasons for the lack of progress.

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.

Evaluating Success

The success of the School's SEN Policy and Provision is evaluated through:

- Testing and monitoring of pupil literacy levels;
- Reviewing of IEPs to evaluate progress as part of the graduated approach;
- The Academy Improvement Plan;
- External/internal results, assessments and progress data tracking.

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.

Reddish Vale High School aims to promote co-operation between parents, carers, the School and the LA.

This is achieved through:

- Ensuring all parents are made aware of the School's arrangements for SEND;
- Informing parents of their child's access to SEND Support;
- Inviting parents to all appropriate reviews;
- Operating an 'open door' approach between parents, the SLT and the SENCO.

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.

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 Jill Lewins (j.lewins@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)

This policy should be read in conjunction with:

- The School Offer
- Whole School Behaviour and Bullying Policy
- Safeguarding and Child Protection Policy
- Attendance Policy
- Equality and Diversity
- E- Safety policy including social media responsibly
- Keeping Children Safe in Education
- Health and Safety Policy
- Disability Policy
- First Aid Policy
- Medical Needs Policy