



RAINE'S FOUNDATION SCHOOL

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“Achieving Excellence by Unlocking Potential”

SEND POLICY

October 2019

Date	What changed	Committee Date Approved
10 July 2018	New – re-written	
October 2019	Updated	
Derivation		
Revision Policy	Yearly	

Raine's Foundation School SEND Policy 2019/2020

Vision

At Raines Foundation school we believe all students are entitled to a broad, balanced curriculum that reflects their needs and aspirations. Like all students, those identified as having SEND are individuals with a variety of learning styles, strengths and difficulties.

Our school promotes inclusion and recognises every teacher is a teacher of every student, including young people with special educational needs and disabilities (SEND). Our ethos is one of inclusiveness and providing opportunities to all our students.

Aim

Our aim is to raise the aspirations and expectations for all students, including students with SEND, so they can achieve excellence by unlocking their potential. We hope all students leave school with the best qualifications and skills possible to enable them to live successful and independent lives. We take a holistic approach focusing on outcomes for our young people and supporting them on their educational journey.

We aim to support a wide range of students' needs in a cross-curricular environment. The SEND department take a co-ordinating role as well as directly supporting students with SEND. Details of our school offer is available on the website.

Objectives

- To identify and provide for students with SEND and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2015.
- To take a 'whole person' view of individuals with SEND, and to take a 'whole school' approach to supporting them.
- To provide support and advice for all staff working with SEND students
- To use a graduated approach to support students
- To assess, monitor and evaluate the performance of SEND students involved in core intervention strategies.
- To work closely with students and their families/ carers to ensure that the voices are heard.

Responsibility for the Provision of students with SEND

Students

Students are encouraged to take an active part in identifying suitable targets and monitoring their own progress. At Raine's Foundation school we use a Person Centred approach when developing a support plan for SEND students. Students are encouraged to develop their independence as they get older. One Page Profiles are copied to all staff to facilitate student engagement and appropriate differentiation.

Subject teachers

All teachers are responsible for the education of students with SEND and ensuring that SEND Support Officers are supporting those students identified as having SEN. Subject teachers are responsible for making appropriate provision and knowing the outcomes and specific strategies for students with One Page Profiles. Teachers are asked to contribute to reviews of progress and formulation of One Page Profiles.

SEND Support Officers

SEND Support Officers (SO) work with those students identified as having SEND, either in class or in small group interventions. They assist learners to develop their literacy and numeracy skills and to make progress within different subject areas. Their role is not to tell students what to write or do, but to guide them through effective questioning and by developing student self-esteem. SEND Support Officers are encouraged to offer assistance to all students, not just students identified with SEND. They are an integral part of the learning community.

SEND Senior Support Officer

The SEND Senior Support Officer (SSO) is responsible for organising and line managing SEND Support Officers. The SSO ensures that students have their statutory hours of SO support, as well as assigning support to those students without an EHCP. They also hold regular meetings and training sessions with the Support Officers. They are responsible for ensuring examination access arrangements are in place and that students get the support they are entitled to. The SSO also oversees interventions for students identified SEND and ensures student records are up to date and reviewed where necessary. The SSO also provides a mentoring role by providing 1:1 interventions that support Emotional Literacy development, this intervention is implemented along the timeout card system which the SSO also oversees.

SENDCo

Provision for students with SEND is co-ordinated by the SENDCo, who is responsible for the day to day operation of the SEND policy and implementing the targets on the Departmental Development Plan. S/he works in close collaboration with: the students, their parents/carers, school staff and outside agencies and provides relevant professional guidance on curriculum and pastoral matters to colleagues to facilitate Quality First Teaching for students with identified SEND. The SENDCo monitors the overall progress of students with SEND.

Other responsibilities for the SENDCo include;

- Working with SEND STL Line Manager to embed teaching for SEND across the curriculum
- Monitor and track progress of students on SEND register.
- Overseeing students records, monitoring and reviewing of progress and provision
- Maintaining and updating the SEND register, including identifying the 'Area of Need' and 'Sub-Categories' in accordance with the SEND Code of Practice (2015)
- Contributing to in-service training of staff
- Holding regular meetings with SSO and SOs
- Working closely with SSO to identify appropriate resources to support classes and individuals
- Liaison with parents / carers of students with SEND
- Work closely with SSO and SO to arrange and run Annual Reviews and Learning Support meetings
- Liaison with external support services
- Carrying out Performance Management planning and reviews

SEND Line Manager

The SEND Line Manager currently has overall responsibility for the implementation of SEND and Inclusion within the school. S/he will ensure that the SEND policy is implemented and s/he will monitor and review its effectiveness.

Governing Body

The Children and Families Act 2014 requires the governing body to admit a student to Raines Foundation School, where they are named in the Educational, Health and Care Plan (EHCP). Governing bodies must use their 'best endeavours' to ensure that special educational provision is made for a student.

Admission Arrangements

A child with an EHCP naming Raines Foundation School will be offered a place, unless there are particular reasons why the school is unable to do so. The place will be provided in the appropriate band of ability. Requests may be refused where other schools in the LA might be better able to meet the students' needs which is a better use of LA top up funding.

Resourcing at Support for SEND

For students in this category, the Learning Support department provide additional support of various kinds. This includes small group classes for literacy and learning mentor support. Where possible, in-class support is provided by Support Officers in core lessons.

Resourcing for students with EHCP's

Students with EHCP's have person-centred annual reviews at which progress is evaluated and decisions made about the appropriateness of the current provision on the plan. Relevant external agencies are invited to these reviews. Students receive the provision specified on their EHCP.

Identifying Special Educational Needs

At Raines we aim to match the special educational provision to the student's identified SEN, so when identifying Special Needs, we align students within the four main categories of need, as outlined in the Code of Practice (2015):

- communication and interaction (CI)
- cognition and learning (CL)
- social, emotional and mental health (SEMH)
- sensory and/or physical needs (SP)

We shall inform parents when we are considering making special provision for a student. We will work in partnership with the students and their parents to establish and secure best outcomes, taking full account of their views and wishes.

Aims of SEND Identification and assessment:

- To identify students who have special educational needs and or disabilities and need additional support to access the curriculum
- To identify needs and plan teaching strategies
- To provide feedback for students to enhance learning skills
- To develop student's ability to identify own achievements and target areas for improvement
- To encourage the use of a variety of assessment techniques to ensure each student has the opportunity to succeed and becomes aware of progress made

Should a parent or carer have concerns that their child may have Special Educational Needs they should contact the school's SENDCO.

Managing Students' Needs on the SEND Register

We take a graduated approach with four stages of action: assess, plan, do and review as set out in the SEND Code of Practice.

Assess

Identification of SEND is based on:

- Primary school or teacher assessment
- Reports and referrals by teachers
- Information from parent and students

Plan

Provision for students with SEND will be designed to meet students needs so they achieve improved outcomes. Consequently the first stage of planning is to identify the desired outcomes and then plan how these will be achieved.

Of primary importance in planning the provision is ensuring that students who have SEND experience inclusive, quality first teaching, where they are provided with the support needed to access the curriculum, and tackle suitably differentiated work . It is the responsibility of the SENDCo and the Learning Support Department to communicate with teachers and provide them with the relevant information, practical strategies and where necessary, training.

Students on the SEND register may also receive additional targeted provision which could involve one or more of the following interventions;

- Additional adult support in the classroom
- Small group addressing particular need
- 1:1 intensive support work

Do

The SEND Code of Practice (2015) places teachers at the centre of day to day responsibility for working with students with SEND. High quality teaching is the first strategy used in supporting students with SEND. Wherever necessary, the curriculum is differentiated for individuals to enable them to access the curriculum.

Support Officers are deployed as additional adults in the classroom to support the teacher with the learning of students with SEND. The SENCO, SEN SSO and some SEN Support Officers are also deployed to deliver 1:1 sessions or small groups interventions where necessary.

Review

The Learning Support Department will hold termly Learning Support Review Meetings to plan, monitor and review the impact of any intervention. For students with an Educational Health Care Plan (EHCP), one of these meetings will be their Annual Review.

In preparation for the annual review the opinion of students, parents, school staff and other professional working with the student will be sought. Tracking data will also be used to ascertain the student's progress in their subject areas.

Statutory assessment of SEND

Most students with SEND who do not have a level fo need that requires an education health and care plan. If, after review and consultation with parents, agencies (including EP assessment) and SENDCO consider the need for a full EHCP assessment is necessary, a statutory assessment is

completed by the SENCO and parents. The LA will consult with the school, agencies and parents to write an EHCP. Not all statutory assessments result in an EHCP.

Educational, Health and Care Plans

If the LA decides to issue an EHCP, it details the nature of the provision and that the EHCP must be reviewed within a year. The school will follow LA guidance on the implementation, monitoring and review of the EHCP.

Inclusion

Students with SEND join in the usual academic and social activities of the school together with students who do not have SEND. The SENDCO, SSO and SO support teachers in being clear about what different groups of pupils need within the school. Emphasis is placed on inclusive education, all members of the school community are made aware of individual students' needs. Inclusion and the Code of Practice both increase the responsibility of all staff for students with SEND.

Criteria for Evaluating the Success of the SEND Policy

The following criteria will be used to evaluate how successfully the policy has been implemented:

- Agreed procedures for referral being followed
- SEND list kept up to date and available to all staff
- All staff have access to a copy of the One Page Profiles for the students they teach and support
- All staff are aware of the contents of the One Page Profile and aware that they are invited to provide comments of suggestions for the next Learning Support Review meeting.
- Students on SEND register have a copy of their own One Page Profile and know what their outcomes are.
- Students on the SEND register make progress as shown by the monitoring of outcomes, by results of standardised tests, teacher assessment of progress and public examination outcomes.

Parent Voice

Parents who wish to voice a concern about their child's progress or complain about SEND provision can make an appointment to see the SENDCO. Parents will be asked to put concerns in writing at the meeting. The SLT line manager will also be informed of any concerns raised.

External Support Services

The school consults and uses the following as appropriate:

- Educational Psychology Service
- Educational Social Work Service
- Tower Hamlets Careers Service
- Support for Learning Service
- Speech and Language / Visual Impairment / Hear Impairment services
- Child and Adolescent Mental Health Service (CAMHS)
- Parents' Advice Centre
- Local Education Authority (LEA) SEND Section