RAINE'S FOUNDATION SCHOOL

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"Achieving Excellence by Unlocking Potential"

SEND Policy

JULY 2018

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

Raine's Foundation School SEND Policy 2018/2019

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 lead and 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. To help promote inclusiveness, all new teachers have an induction session with the SENDCo, so they are aware of the

neediest students and how to support them (HOW CAN WE MAKE SURE THIS HAPPENS?) This involves planning differentiated strategies and providing useful feedback to help these students make progress. 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 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 the students 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.

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 that 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 and up to date and reviewed where necessary.

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 Frist Teaching for students with identified SEND. The SENDCo monitors the overall progress of students with SEND and works closely with SLT to monitor the effectiveness of school provision.

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
- Attending the Inclusion Panel

SEND Line Manager

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

Governing Body

School governing bodies have statutory duties towards students with SEND. Governors must report annually to parents on the policy for students with the SEND and provide details of provision and allocation of resources. 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. 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 Raine's 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 funding e.g. where there is a hearing impairment department. (NOT SURE THIS SENTENCE IS APPROPRIATE)

Resourcing at Support for SEND

For students in this category, the Learning Support department provide a range of additional support of various kinds. This includes small group classes for literacy and numeracy, speech and language and learning mentor support. In-class support is provided by Support Officers for some core lessons.

Resourcing for students with EHCP's

 Student's with EHCP's have person-centred annual reviews at which progress in 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 Raine's 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. Where necessary we shall work in partnership with parents to establish and secure best outcomes, taking full account of their views and wishes.

Aims of SEND Identification and assessment:

- To identify students needing 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 provide feedback to teachers on effectiveness of teaching strategies
- 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 subject teachers
- Information from parent and students
- LUCID Exact Computerised Literacy Assessment and Accelerated Reader tests and assessments by specialist eg, Educational Psychologist

Plan

The first step is inclusive, quality first teaching, where students are provided with opportunities to access the curriculum, and work suitably differentiated. 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 in the SEND register will receive 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 and SEND. The SENCO, SEN SSO and some SEN Support Officers are also deployed to deliver 1:1 sessions or small groups interventions when necessary.

Review

The Learning Support Department will hold termly Learning Support Review Meetings to plan, monitor and review the impact of any intervention. In cases where there is a high level of need parents will be invited into school to be a part of these meetings. 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 opinions 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

If, after review and consultation with parents, agencies and teachers the School or LEA considers the needs for a full assessment is necessary, a statutory assessment is completed. If agreed, the LEA 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 LEA decides to issue an EHCP, it details the nature of the provision and that the EHCP must be reviewed within a year.

 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 Support Officers support teachers in being clear about what different groups of pupils need within the school. With the emphasis on more inclusive education all members of the school community are made more 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. The SENDCO will keep a log of any concerns and action taken in response. 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