



Special Educational Needs (SEN) Policy

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1 Legislation and guidance

This policy is written in line with the requirements of:

- Part 3 of the Children and Families Act 2014
- SEN Code of Practice 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137
- The Equality Act 2010
- Teachers Standards 2012
- Standard for teachers' professional development 2016

2 Introduction

The Richmond upon Thames School (RTS) is an inclusive school. We believe all of our students can flourish and reach their full potential. We will endeavour to meet the needs of the entire range of learning needs by ensuring that students are given equal opportunities in every aspect of school life.

3 School vision

All trustees and staff will strive to ensure that all students are valued as individuals, who are recognised for their talents, fully included within the school community and provided with every opportunity to achieve 'excellence'. We expect all pupils to emerge as confident, resilient individuals, who can build positive relationships and demonstrate commitment in everything they do.

4 Contact details

4.1 SEND (Special Educational Needs and Disabilities) Co-ordinator (SENDCo)

Name: Ms Carrick-Steele
Email: slt@rts.richmond.sch.uk
Telephone: 0208 891 2985

In the absence of Ms Carrick-Steele, Parents/Carers should contact the Head Teacher's PA, 0208 891 2985

4.2 Head Teacher

Name: Ms Dooley
Email: slt@rts.richmond.sch.uk
Telephone: 0208 891 2985

4.3 Link trustee for SEND

Name: Ms Spencer
Email: clerk@rts.richmond.sch.uk
Telephone: 0208 891 2985

5 Definitions

5.1 Definition of SEN

At RTS the definition for SEN (Special Educational Needs) is taken from *'The SEN code of practice (2014)'* which states that 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 them. A child of compulsory school age or a young person has a learning difficulty 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.

At RTS we identify the needs of students by considering the needs of the 'whole child' which will include not only the special educational needs or disability of the young person.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. We use our best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

5.2 Definition of disability

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

5.3 SEN misconceptions

It can be a common misconception to assume that slow progress and low attainment mean that a child has SEN. This is not necessarily the case and should not automatically lead to a student being recorded as having SEN.

It should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties (SEN Code of Practice 2014).

5.4 Areas of special educational needs

The new Code of Practice (2014) provides an overview of the range of needs, which is divided into 4 broad areas. These areas are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and or Physical Needs.

6 Policy objectives

Provision for students with SEN is a matter for the whole school. In line with the Code of Practice, RTS will:

- Identify and address the SEN of the pupils we support;
- Use our best endeavours to ensure that a child with SEN gets the support they need;
- Ensure that all students with SEN are offered full access to a broad, balanced and appropriate mainstream curriculum that sets high expectations for every student whatever their prior attainment;
- Provide for the individual needs of all students with SEN and ensure their progress in mainstream education, alongside students who do not have SEN, in order to maximize their achievement;
- Ensure that the needs of students with SEN are identified, assessed, provided for and regularly reviewed;
- Take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education;
- Work in partnership with parents to enable them to make an active, empowered and informed contribution to their son/daughter's education and
- Designate a teacher responsible for the coordinating of SEN provision i.e. SENDCo.

7 Provision

RTS believes that all students are entitled to an education that enables them to:

- Be confident and happy individuals who can build positive relationships with others and work purposefully towards achieving their very best at all times;
- Possess the knowledge, communication and technical skills necessary for success as they move into further education and the workplace;
- Have the motivation to work independently and conscientiously to achieve qualifications that reflect their full ability and
- Become lifelong learners with an insatiable curiosity about the world around them and a shared responsibility for their peers, the environment and wider society.

At RTS we will endeavour to make provision to support students with frequently occurring special educational need who do not have an Education, Health and Care Plan (EHCP). There are other kinds of SEN which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met more effectively.

The school also currently meets the needs of students with an EHCP with the following kinds of special educational need: specific learning difficulties including dyslexia; dyspraxia; social and communication difficulties including ASD; cognition and learning difficulties; hearing impairment; visual impairment; physical disabilities and social, emotional and mental health.

Decisions on the admission of students with an EHCP are made by the Local Authority. The admission arrangements for students without an EHCP do not discriminate against or disadvantage disabled children or those with special educational needs and will follow the usual school admissions procedures.

8 Identification and assessment

Schools receive funding for SEN students. This funding is used to support and enhance high quality of teaching in the school. It helps to ensure there are appropriate resources for students requiring special educational provision. The support offered is matched to needs of individual students with SEN and evidenced based. The amount of support required for each student to make good progress will be different in each case. In very few cases a very high level of resource is required. In these cases the school will apply for 'top up' from the Local Authority where the child or young person lives.

At RTS, subject teachers, Tutors and Year Leaders monitor the progress of all students on a regular basis to review their progress. We also use a range of assessments with all students at various points in their school career, for example Year 7: CATs (cognitive ability tests) when they join the school. Students in Years, 7, 8 and 9 are also tested annually for spelling and reading levels to identify those students who might benefit from some intervention.

They are also identified as potentially requiring learning support through:

- An existing EHPC on arrival at RTS;
- Baseline English, Maths, Science and reading assessments on entry into school;
- Information from primary school;
- Information from parents;
- Information from outside agencies, including the health service or social services;
- In depth reporting on student progress three times a year;
- Ongoing formative teacher assessment and
- Referral by RTS teaching staff.

8.1 Early intervention

The principle of early identification and intervention underpins our approach to identifying those students who need extra help. This is often put in place, even if SEN has not been identified. This additional support will enable the student to catch up with others in their cohort.

8.2 Detailed assessment

The purpose of this more detailed assessment and review is to understand what additional resources and different approaches may be required to enable the student to make better progress. These will be shared with parents, put into a support plan and reviewed regularly, and revised if necessary. At this point, because the student requires additional and extra provision, we will have identified that the student has a special educational need.

8.3 Individualised intervention

Despite high quality targeted teaching some students may continue to make slower progress. In consultation with parents, strengths and weaknesses are identified and used to develop an appropriate individualised intervention programme. In many cases these underlying needs often explain inadequate progress or challenging behaviour. At times it may be necessary to consult with outside agencies to receive specialised guidance.

If the student makes good progress using this additional and different intervention, but would not be able to maintain this good progress without it, we will continue to identify the student as having a special educational need. If the student is able to maintain good progress without the additional and different resources he or she will no longer be identified with SEN.

We will ensure that all teachers and support staff who work with the student are aware of the support to be provided and the teaching approaches to be used. The intervention usually lasts for a term (12 weeks), occasionally students need longer term intervention, and it is developed using a range of entry and exit criteria. The intervention is planned to address the students identified needs and the success criteria is shared with the student, enabling them to understand the areas of difficulty they will be focusing on. During the intervention, the student will be assessed on a regular basis. After one term the impact of the intervention will be reviewed against student progress and a decision will be taken as to whether the individual needs to continue with another appropriate intervention or not.

8.4 Other identification and assessment

The school has access to the following, which are available to assist staff with identification and assessment:

- A Service Level Agreement with Educational Psychology service for 1 day per week over the year;

- Link to the Disabled Children’s Service for support to families for some students with high needs;
- Access to Speech and Language Therapy, Occupational Therapy and Physiotherapy Services for students with requirement for direct therapy or advice;
- Ability to make ad hoc requests for advice from the Education Inclusion Service;
- Membership of professional networks for SENDCo e.g. NASEN, AfC SENDCo forum and
- School Nurse.

9 Policy implementation

The overall aim of this policy is to improve the outcome for every child with SEND in all areas outlined in the Special Educational Needs Code of Practice. This will be achieved by these (specific) outcomes:

- SEN provision an integral part of the whole school development plan;
- High quality teaching that is differentiated and personalised to meet the needs of every individual;
- The quality of teaching of SEN students and the progress these students make is a core part of the school’s performance management arrangements;
- Professional development of teaching and support staff in the area of SEN is key to the quality of Teaching and Learning of students with SEN;
- All teachers following a comprehensive and structured approach to assessing, identifying and responding to individual needs;
- Appropriate staffing and funding is in place for pupils with SEN;
- The transition of SEN students from their previous educational establishment and beyond their life in the school is successful;
- Barriers to achievement and progress are eradicated and a personalised curriculum is offered at all key stages which meets the needs of the individual;
- As far as is reasonably practical, SEN students participate in school activities with pupils who do not have SEN;
- An SEN link trustee is in place and works alongside the SENDCo and all trustees, particularly the SEN trustee, are up to date and knowledgeable about the school’s SEN provision and national SEN agenda and
- Full trust board involvement in the future development and monitoring of this policy.

10 Teaching and Learning

10.1 Formal curriculum

We follow the advice laid out in the National Curriculum Framework on how to adapt the curriculum and the learning environment for students with SEN. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in SEN support plans and EHCPs.

“All pupils should have access to a broad and balanced curriculum”. The National Curriculum Inclusion Statement states that teachers should set high expectations for every student, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to student achievement. In many cases, such planning will mean that students with SEN and disabilities will be able to study the full national curriculum.” (Code of Practice 6.11)

We have a robust training programme for Learning Support Assistants (LSAs) and regular training for teaching staff regarding SEN. Staff have opportunities to discuss SEN students with the Learning Support department as well as being able to access profiles developed by the students themselves.

10.2 Learning support

We will hold and maintain an SEN support register. This register will capture the learning support needs of pupils with special educational needs and without an Education, Health and Care Plan (EHCP). Teachers will make use of the teaching strategies to inform their planning and teaching.

In the main, pupils who require additional learning support are supported within whole class settings and with focussed interventions plans. Sometimes will provide extra support for pupils in small groups.

10.3 SEN Support

At RTS we will endeavour to make provision to support students with frequently occurring special educational need who do not have a EHCP. There are other kinds of SEN which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met more effectively.

Pupils requiring SEN support will have a SEN Support Plan¹. The support plan will be recorded on school documentation and include the following:

Child profile: A brief profile of the pupil, including strengths, needs and what works or doesn't work.

Outcomes: The outcomes that the pupil, their teachers and parents aim to achieve through the SEN support. The outcomes should match the needs identified in the child's profile. For more details on writing good outcomes the SEND Family Voices Golden Binder².

Targets: The steps to be achieved over the next half term to one term on the way towards the outcomes. They should be SMART and agreed with parents and the pupil.

Provision: A description of the provision that will be put in place to help the pupil meet their targets and work towards their outcomes. This could include changing the classroom environment, teaching methods or the curriculum. It could include small group or one-to-one work. It could also be details of interventions led by additional professionals (e.g. speech and language therapists) or interventions specified by professionals and delivered by school staff.

Review: Regular reviews of the pupil's progress against the agreed targets and outcomes will be recorded making it clear what interventions and strategies have worked and what did not. The review should help to make plan the next set of targets and improve the support available to the pupil.

11 High quality teaching

'Special educational provision is underpinned by high quality teaching and is compromised by anything less'
(SEN CoP, 2014)

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. RTS will regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered. (CoP 6.34)

¹ Sen SEN Policy

² SEND Family Voices – Golden Binder Guidance - <https://goo.gl/2HffqT>

12 Wider learning

There are many enrichment opportunities available for students with SEND. All clubs, trips and activities offered to students at RTS are available to students with SEN. For some students 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers. All after school clubs are available to SEN students.

Additional risk assessments will need to be undertaken to determine the suitability of the activity for all students for some visits and residential trips. If there are any concerns about an activity's suitability for an individual student, a planning meeting will be held with all parties including parents. Visits by learning support staff are also undertaken to ensure accessibility and suitability.

At RTS we understand that an important feature of the school is to enable all students to develop confidence, emotional resilience and social skills, both through direct teaching for instance e.g. PSHCE, RE, tutor time and indirectly with every conversation adults have with students throughout the day.

13 Social and emotional difficulties

For some students with high needs with social and emotional difficulties, we aim to provide a mixture of the following: access to counsellor, mentor time with learning mentor, peer mentor; time-out space for a student to use when upset or agitated or external support. For some students with the most need in this area we will aim to provide the following e.g. access to counsellor, mentor time with teach mentor, time-out space for a student to use when upset or agitated or external support.

14 Transition

The SENDCo visits the primary school where students are transferring from and will meet with the teachers and the SENDCo where appropriate. More vulnerable students may have an individual transition plan drawn up to assist in the transition process. All students with an EHCP together with other vulnerable students as identified by the primary school SENDCo are invited to visit before the borough Transition Day.

We also support students' onward destination by liaising with the SEN careers advisor to make a plan for post 16 education. Representatives from Further Education may be invited to a review meeting prior to transition.

15 Staff support and professional development

All staff will engage in focused and regular professional development to ensure that every child has equal opportunities to excel and achieve.

All teachers and LSAs have the following awareness training (in the last 12 months):

- The SEN code of practice as well as workshops on:
- ADHD;
- ASD;
- Speech language and communication;
- Strategies for differentiation and
- Specific learning difficulties.

Our campus setting enables RTS staff and pupils to benefit from the expertise of Clarendon School's specialist SEN teachers. The Senior Leadership Team will take active steps to ensure that its workforce is both aware of and adheres to the aims and stated outcomes that are contained in this policy. This will be reflected in the strategy for staff professional development.

16 Medical needs

Students with complex medical needs will have a Healthcare Plan (IHP) drawn up with the member of the Senior Leadership Team responsible for inclusion, school nurse and parents. A copy of the plan will be kept in the medical room as well as in the student file. This will be reviewed on a regular basis to ensure needs are being appropriately met. Medicines are stored securely in main school office and the administration of these is overseen by the welfare officer. Parent/carers are asked to bring in medicines and not rely on the students to do this, due to safeguarding concerns.

We also have a duty to make arrangements to support students with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such students. Where students also have special educational needs, their provision will be planned and delivered in a co-ordinated way with the IHP. We will have regard to the statutory guidance supporting students at school with medical conditions. We also work very closely with the schools attached Educational Psychologist and Education Welfare Officer to support vulnerable students.

Please see the [Supporting Students with Medical Conditions](#) (and Safe and clear administration of medicines) policy.

17 Access

The school has lifts and disabled facilities in all buildings which ensure the site is accessible to all. Specialist equipment will be considered on an individual basis.

18 Personal budget

As part of the Code of practice (2014), parents can have discussions with the SENDCo regarding the use of the personalised budgets. The Head Teacher will make the final decision about the use of the personal budget within the school and no intervention will be agreed if it has an adverse impact on the effective running of the school.

19 Monitoring

Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. The views of the student, parents and subject teachers will be taken into account. The assessment information from teachers will show whether adequate progress is being made.

The SEN Code of Practice (2014) describes adequate progress as:

- “Is similar to that of children of the same age who had the same starting point
- Matches or improves on the student’s previous rate of progress
- That which allows the attainment gap to close between the student and children of the same age”

Every student in the school has their progress tracked regularly. In addition to this, students with special educational needs will have more frequent and detailed assessments to inform targets and to measure small steps of progress. If these assessments do not show adequate progress is being made the support plan and planned outcomes will be reviewed and adjusted. The subject teacher will remain responsible for monitoring the progress of the student on a regular basis.

For students with or without an EHCP will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision to be made.

19.1 Special Educational Needs and Disabilities Report

The SEND report will be reviewed by the trust board annually.

19.2 EnhanceAble

This is a local voluntary sector organisation that delivers the Parent Partnership Service and provides free, impartial, confidential, advice, support and options around educational issues for parent/carers who have children with special educational needs or disabilities (0-19/25).

The Parent Partnership Service aims to ensure that parents and carers are empowered and can play an informed role in planning provision to meet their child's special educational needs. The Parent Partnership Service aims to build partnerships between parents and carers, the Local authority and schools. The service also encourages parents and carers to be involved in the development of local SEN policy and practice. They can be contacted on: HELPLINE: 020 8547 6200.

Website: www.enhanceable.org

20 Policy review and development

This policy will be:

- Developed with staff, parents/carers and the school's trust board.
- Reviewed by the trust board in accordance with the school's Policy Review cycle.

Appendix 1

Special Educational Needs

Web Summary

Introduction

The Richmond upon Thames School (RTS) is an inclusive school. We believe all of our students can flourish and reach their full potential. We endeavour to meet the needs of the entire range of learning needs by ensuring that students are given equal opportunities in every aspect of school life. All trustees and staff strive to ensure that all students are valued as individuals, who are recognised for their talents, fully included within the school community and provided with every opportunity to achieve 'excellence'. We expect all pupils to emerge as confident, resilient individuals, who can build positive relationships and demonstrate commitment in everything they do.

Partnership

All staff engage in focused and regular professional development to ensure that every child has equal opportunities to excel and achieve.

Objectives

Provision for students with SEN is a matter for the whole school. In line with the Code of Practice, RTS:

- Identify and address the SEN of the pupils we support.
- Use our best endeavours to ensure that a child with SEN receives the support they need.
- Ensure that all students with SEN are offered full access to an aspirational, broad, balanced and appropriate mainstream curriculum whatever their prior attainment.
- Provide for the individual needs of all students with SEN and ensure their progress in mainstream education, alongside students who do not have SEN, in order to maximize their achievement.
- Ensure that the needs of students with SEN are identified, assessed, provided for and regularly reviewed.
- Take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education.
- Work in partnership with parents to enable them to make an active, empowered and informed contribution to their son/daughter's education.
- Designate a teacher responsible for the coordinating of SEN provision i.e. SENDCo

Identification and assessment of students with special education needs

Students are identified as potentially requiring learning support in a number of ways:

- An existing EHPC on arrival at RTS
- Baseline English, Maths, Science and reading assessments on entry into school
- Ongoing formative teacher assessment
- Information from primary school
- Information from parents
- Information from outside agencies, including the health service or social services
- In depth reporting on all pupils progress three times a year
- Referral by RTS staff

SEND SUPPORT PLAN

Name:		Assessments
Form:		
Teacher:		
DoB:		

Strengths:

Barriers:

Specific needs:	
Cognition and Learning	
Sensory and Physical	
Communication and Interaction	
Health and Care	

Autumn Term	Spring Term	Summer Term
Outcomes:	Outcomes:	Outcomes:
Targets:	Targets:	Targets:
Provision:	Provision:	Provision:
Review:	Review:	Review: