SEND POLICY

June 2020

Rationale

Reigate School aims to help all children to realise their academic, social and personal potential.

This policy is designed to ensure that children with Special Educational Needs and Disability (SEND) maximise their full potential, becoming confident individuals living fulfilling lives and successfully transitioning to employment, higher education or training. We believe in an inclusive approach.

Aims
* To encourage high expectations and create a climate where success is valued by everyone.
* To identify children with SEND and use the Assess, Plan, Do, Review process to help secure progress.
* To encourage the use of an ever-adapting educational provision in the classroom that engages, supports and nurtures children so that they become independent learners and thinkers.

Definition of Special Educational Needs and Disability (SEND)

Children have special educational needs if they "have a learning difficulty or disability which calls for special educational provision to be made for him or her." – Code of Practice (2015).
The Code of Practice states that "a child of compulsory school age or a young person has a learning difficulty or disability if he or she:
* has significantly greater difficulty in learning than the majority of others of the same age,
or
* has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions" (Code of Practice, 2015, p.15-16).

Identifying Children with SEND

"Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff" (Code of Practice, 2015, p.99).

Staff will be alert to identifying the emerging needs of children. The Code of Practice (2015) states that an identified behaviour or difficulty (for example, persistent disruptive or withdrawn behaviours; slow progress and low attainment; difficulties related solely to limitations in English as an additional language) does not necessarily

mean a child has special educational needs. Likewise, a child attaining in line with chronological age could have a special educational need.

The Code of Practice identifies four broad areas of SEND (2015, p.97-98).

Communication and Interaction

This includes children who have speech, language and communication needs (SLCN) which means they have difficulty communicating with others. It may mean they have difficulty with one, some or all of the aspects of speech, language and communication. Children with Autistic Spectrum Disorders (ASD) are likely to have difficulties in this area but not exclusively in this area.

Cognition and Learning

This includes a wide range of learning difficulties including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). It also includes children with specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia.

Social, Emotional and Mental Health (SEMH)

Social and emotional difficulties may manifest themselves in a wide range of ways and may reflect underlying mental health difficulties such as anxiety, depression, eating disorders, self-harm or unexplained physical symptoms.

Sensory and/or Physical Needs

This includes children with visual (VI), hearing (HI) or multi-sensory impairments (MSI). It also includes children with a physical disability.

Identification of a special educational need may be triggered when children fail to achieve adequate progress despite having had access to an adapted programme. Lack of adequate progress may be indicated by:
- little or no progress despite the use of targeted teaching approaches and a differentiated curriculum;
- working at levels significantly below age expectations, particularly in literacy or numeracy;
- presenting persistent emotional and/or behavioural difficulties, which have not been managed by appropriate strategies usually employed;
- sensory or physical impairments that impact on progress;
- poor communication or interaction, requiring specific interactions and adaptations to access learning.

The SENCO will consider all of the information gathered and involve the child and parents/carers in discussions regarding progress and desired outcomes. In line

with the Code of Practice, this will help determine whether additional support is required beyond the core offer.

Methods of Identification, Assessment and Provision

Identification

New intake children in Year 7 feeder primary schools are visited or contacted prior to transfer by the SENCO and the pastoral team. Any child identified as having a "learning difficulty" is referred to the SENCO.

The Local Authority generally notifies schools about children who are transferring with EHCPs in the Spring Term of their Year 6. Sometimes this information is delayed and does not happen until the Summer Term. Sometimes placement of EHCP children does not happen until the Summer Term. When invited, the SENCO attends the child's Annual Review to ensure a smooth transition is made. Relevant information is disseminated to teaching staff.

Screening

Children identified by primary schools as having a learning difficulty will undergo Lucid screening in the Autumn Term. Additional Lucid screening tests are administered when required. Other tests are also available, including the Weschler Individual Achievement Test (WIAT) in reading and spelling, dyslexia screening (not diagnosis), Sandwells Numeracy, dyscalculia screening (not diagnosis).

Staff Observation

Members of staff consult with the SENCO if they notice children who may need specialist help during the school year. The SENCO may then ask for additional diagnostic assessments to be undertaken. There is a clear referrals process in place and all staff are given guidance on this from the SENCO.

Referrals by Parents or Carers

A child's parent/carer may express concern by contacting the Head of Year/Head of Population in the first instance. The SEND Team act on this as is deemed appropriate. Once information is gathered, the process is the same as for staff referrals.

Provision

Teaching children with SEND is a whole school response. Central to the work of every teacher and subject is a Graduated Response which is a continuous cycle of Assess, Plan, Do, Review that takes account of the wide range of abilities, aptitudes and interests of the children. The majority of children at Reigate School learn and progress through these differentiated arrangements.

Support

Provision for children identified as having SEND is provided to enable the child to progress. Provision is identified and managed by the SEND Coordinator (SENCO) but will be planned and delivered by teaching and support staff.

Provision from within Reigate School's resources is identified to help meet the child's needs.

Interventions may include:

- smaller class sizes in key subjects
- pre-teaching
- attendance at out of lesson-time clubs
- appropriate teaching groups/sets
- differentiated curriculum
- additional support staff in some lessons
- advice and involvement from external support services
- withdrawal from lessons for 1:1 or small group sessions
- additional staff training

Student Profiles

All children on the SEND Register will have a Student Profile. The Student Profile provides information to staff in school about the child that will help them in making appropriate provision in school. It will include information that is specific to a child and is additional to, or different from, usual differentiated provision. Contents of the Student Profile include:

- student voice page detailing their likes, dislikes, hopes and aspirations and other information they wish teachers to be aware of;
- information from testing appropriate to share with teachers;
- brief description of the child's SEND;
- other information deemed helpful and appropriate to share with staff.

The Student Profile is communicated to all staff who support the child's learning and wellbeing and is produced in liaison with the child. Student Profiles are regularly reviewed and updated.

SEND Support (Provision)
Where a child is identified as having special educational needs, we will take action to remove barriers and implement effective special educational provision. This will involve:
- Identifying and assessing an individual child's needs and barriers to learning;
- Speaking to parents/carers and the child;
- Reporting of the child's needs to staff;

- Providing and delivering an appropriate curriculum, taking into account:
  - continuity and progression;
  - National Curriculum and examination specifications;
  - specialist guidance (where appropriate);
  - suitable teaching materials;
  - effective, differentiated teaching strategies;
  - collaboration between teachers and support staff;
  - training needs of staff working with the child;
- Encouraging and promoting a positive self-image in a supportive class environment;
- Monitoring individual progress and making revisions where necessary using the Assess, Plan, Do, Review process outlined in the Code of Practice.
- Engaging external agencies where this is deemed appropriate.

Progress and Exit Criteria

When appropriate progress is demonstrated, the child's name will be removed from the Special Needs Code of Practice. This progress is dependent upon whether the child continues to meet the criteria identifying them as SEND in the Code of Practice. For example, a child may develop strategies that mean they no longer have a "greater difficulty in learning than the majority of others of the same age".

Structural Arrangements

Roles and Responsibilities
The roles and responsibilities of school personnel with regard to special educational needs are given below.

Governing Body
In partnership with the Head of School and in line with the Code of Practice, the Governors have responsibility for:

- deciding Reigate School's general policy and approach to meeting the needs of children with SEND; ensuring, through the appraisal process, that the Head of School sets objectives and priorities in the school development plan, which includes provision for SEND;
- monitoring the policy through Reigate School's self-review procedures;
- ensuring that all Governors are informed of Reigate School's provision, including funding, equipment and staffing.

Head of School
The Head of School has responsibility for:

- setting objectives and priorities in the school development plan, which includes SEND;

- setting a budget for supporting children within the Reigate School's overall financial resources;
- informing the Governing Board.

SENCO

The SENCO is responsible for the management of SEND provision and the day-today operation of the Policy. This work is supported by the SENCO Assistant. This includes:
- disseminating information and raising awareness of SEND issues throughout Reigate School;
- managing the screening and identifying of children;
- co-ordinating provision for children;
- supporting the teaching and learning of children with SEND;
- keeping accurate records of children with SEND;
- drawing up, reviewing and monitoring Student Profiles;
- monitoring departmental delivery of the SEND Policy;
- managing the transition of SEND children;
- sharing with the Head of School and Business Director responsibility for the allocation of funding devolved directly from the LA and being responsible and accountable for the whole-school SEND resources;
- liaising with parents and carers of children with SEND;
- liaising with and advising staff;
- liaising with schools, including feeder primaries, colleges and specialist settings;
- liaising with external agencies;
- contributing to in-service training;
- keeping abreast of developments in SEND.

Heads of Department

Heads of Department are responsible for:
- ensuring appropriate curriculum provision and delivery is clearly stated in their schemes of work;
- ensuring appropriate teaching resources for children with SEND are available;
- monitoring the progress of SEND children in their department(s);
- monitoring the teaching practices of the staff in their department to ensure SEND practices are deployed effectively so that children make progress;
- reporting concerns to the SENCO at least once a term.

Heads of Year/Heads of Population

Heads of Year/Heads of Population are responsible for:

- monitoring the wellbeing and progress of SEND children in their year group/population;
- keeping up-to-date records of pastoral intervention;

- keeping the SENCO informed of developments with SEND children in their year group/population;
- reporting concerns to the SENCO when they arise.

Teachers

Teachers are defined in the Code of Practice as "responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff" (2015, p.99). This responsibility includes:

- using strategies and appropriate adaptations in lessons to ensure children can access the curriculum and make progress;
- effectively using the cycle of Assess, Plan, Do, Review to evaluate the effectiveness of strategies on the progress of children and making further adaptations where required;
- taking account of the wide range of abilities, aptitudes and interests of the children in their classes in the planning and delivery of lessons;
- ensuring Student Profiles are used effectively to inform planning and resource provision in lessons; monitoring the progress of children with SEND;
- being fully aware of Reigate School's procedures for SEND;
- raising individual concerns to the Head of Department and SENCO.

Support Staff

Teaching Assistants, Progress and Achievement Coaches, Intervention Tutors and Learning Mentors are responsible for:
- supporting children with SEND and the wider school population;
- planning and delivering individualised programmes where appropriate;
- assisting with drawing up individual plans for children as required;
- contributing to the review process, either in person or with a written report;
- working with small groups in or out of the classroom, under the direction of the class teacher;
- supporting children on educational visits, transition and other activities as required;
- jointly planning with teachers where appropriate.

In-service Training

The SENCO provides a range of training opportunities for staff:

INSET for NQTs and other new staff on Code of Practice procedures at Reigate School.

Individual departments can ask for INSET from the SENCO as required, for specific purposes or generic training.

Whole-school INSET, focusing on specific needs is included, where appropriate, on staff training days and during twilight sessions.

Meetings with staff in 'clinics' which focus on identified children.

Individual advice to and support of staff.

External Support

Reigate School aims to work in partnership with other agencies in order to provide integrated support based on the needs of the child. The main external support agencies used by Reigate School include:

- The school assigned Educational Psychologist
- Counselling
- Speech and Language Therapy
- ASD Outreach
- Careers advice
- The School Nurse
- The Educational Welfare Officer
- Physical and Sensory Support Service
- CAMHS
- Surrey SEND Team and designated school caseworker

This is not an exhaustive list and instead identifies the main agencies.

The SENCO liaises with other SENCOs from local primary and secondary schools to discuss local and national SEND issues and also attends SENCO Network meetings and Targeted Mental Health Services Meetings (TAMHS) held by the Local Authority.

This document should be read in conjunction with the SEND Information Report which is updated every year in September.

This Policy is reviewed annually by Reigate School FGB.

The next review is due in July 2020.