

SEND POLICY

Date of last review:	September 2021
Date of next review:	October 2022
Approved by:	Rabia Education Trust

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (DfES 2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools DfE (updated June 2014)
- SEND Code of Practice 0-25 (January 2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (Dec 2015)
- The National Curriculum in England Key Stage 1 - 4 framework document (Dec 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards (2012)

In light of the current SEND reforms, this policy was created by the school's SEND team with the SEND governor and in liaison with staff and parents of pupils with SEND.

Definition of Special Educational Needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice (DfES 2015) states that children have special educational needs if they have a learning difficulty 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 or disability if he or she:

- has significantly greater difficulty learning than the majority of others of the same age; and
- 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.

Identifying and assessing SEND for children or young people whose first language is not English requires particular care. Difficulties related solely to limitations in English as an additional language are not SEN.

Definition of Special Educational Provision

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by schools or nursery schools.

Mission Statement

We at Rabia Girls' and Boys' School believe that each pupil has individual and unique needs. However, some pupils require more support than others to achieve the five outcomes of Every Child Matters. We acknowledge that a significant proportion of pupils will have special educational needs (SEND) at some time in their school life. Many of these pupils may require help throughout their time in school while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. Rabia Girls' and Boys' School aims to provide all pupils with strategies for dealing with their needs in a supportive environment and to give them meaningful access to the National Curriculum. In particular, we aim to:

- enable every pupil to experience success;
- promote individual confidence and a positive attitude;
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated and that demonstrates coherence and progression in learning;
- give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate;
- ensure that children with SEND have opportunities to receive and make known information, to express an opinion and to have that opinion taken into account in any matters affecting them;
- identify, assess, record and regularly review pupils' progress and needs;
- involve parents/carers in planning and supporting at all stages of their children's development;
- work collaboratively with parents, other professionals and support services; and
- ensure that the responsibilities held by all staff and governors for SEND are implemented and maintained.

Main ECM Outcomes:

To ensure that we make every effort to carry out our mission statement successfully, we need to ensure that children who are identified as SEND make effective progress throughout their school life. Effective progress can be measured by:

- seeing an improvement in self-help and social or personal skills;
- narrowing the attainment gap between the pupil and peers;
- preventing the attainment gap widening;
- being similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;
- ensuring full access to the National Curriculum;
- seeing improvements in the pupil's behaviour; and
- matching or improving upon the pupil's previous rate of progress.

Relationship to Other Policies

This policy should be read in conjunction with the policies on teaching and learning, the school curriculum, equality and assessment, recording and reporting. The accessibility plan is an integral part of this policy.

Admission Arrangements

We will work closely with all parents to determine the level of support needed for their child and the provisions that we provide. We will endeavour to do our best NOT to refuse any child who has Special Educational Needs and Disability. However due to limited specialist staff and resources, we may on occasions have to advise parents to seek help elsewhere depending on the needs of their child/children. If the child/children are identified as being SEND during their time at Rabia Girls' and Boys' School, the school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the child's school year. The child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

However, in line with the SEND and Disability Act, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

Roles and Responsibilities of the Headteacher, Other Staff and Governors

Provision for children with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in their class and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the headteacher, has a legal responsibility for determining the policy and provision for pupils with SEND.

We are currently in the process of training members of staff to be SENCO and SEN teachers.

The legislation requires that:

- the SENCO must be a teacher working at the school;
- any newly appointed SENCO must be a teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they must undergo sufficient training; and
- the school should satisfy themselves that the chosen course will meet these outcomes and equip the SENCO to fulfil the duties outlined in this code.

The headteacher has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEND;
- keeping the governing body informed about SEND issues;
- working closely with the SEND co-ordinator and SEND teachers; and
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The governing body will ensure that:

- SEND provision is an integral part of the school improvement/development plan;
- the necessary provision is made for any pupil with SEND;
- a responsible person – the headteacher or SENCO – is told by the LA when a child has special educational needs and that those needs are made known to all who are likely to teach that child;
- all staff are aware of the importance of the need to identify and provide for pupils with SEND;
- pupils with SEND join in school activities alongside other pupils as far as is reasonably practical and compatible with their needs and the efficient education of other pupils;
- they report to parents on the implementation of the school's SEND policy;
- they have regard to the requirements of the SEND Code of Practice (2015) when carrying out their duties towards all pupils with special educational needs;
- parents are notified if the school decides to make special educational provision for their child;
- they are fully informed about SEND issues so that they can play a major part in school self-review;
- they set up appropriate staffing and funding arrangements and oversee the school's work for pupils with SEND;
- the quality of SEND provision is regularly monitored; and
- they, and the school as a whole, are involved in the development and monitoring of this policy.

The special educational needs co-ordinator (SENCO) is responsible for:

- overseeing the day-to-day operation of this policy;
- ensuring that an agreed, consistent approach is adopted;
- liaising with and advising other staff;
- helping staff to identify pupils with SEND;
- carrying out detailed assessments and observations of pupils with specific learning problems;

- co-ordinating the provision for pupils with SEND;
- supporting class teachers in devising strategies, drawing up Individual Education Plans (IEPs), setting targets appropriate to the needs of the pupils and advising on appropriate resources and materials for use with pupils with SEND as well as on the effective use of materials and personnel in the classroom;
- holding regular meetings with teachers of children with special educational needs to assess the progression of pupils with SEND;
- liaising closely with parents of pupils with SEND so that they are aware of the strategies that are being used and are involved as partners in the process;
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents;
- maintaining the school's SEND register and records;
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of school assessment information, e.g. class-based assessments/records, end of year QCA tests and SATs;
- contributing to the in-service training of staff;
- managing learning support staff; and
- taking part in LA SEND moderation.

The SENCO is also responsible for ensuring that the range of provision for pupils is tailored to their needs. This range includes:

- in class support for small groups with an additional teacher or teaching assistant (TA);
- small group withdrawal with support staff/SEND teacher;
- individual class support;
- further differentiation of resources;
- study buddies;
- IEP target tutorials;
- interventions;
- provision of alternative learning materials/special equipment;
- group support;
- provision of additional adult time in devising interventions and monitoring their effectiveness;
- staff development/training to undertake more effective strategies; and
- access to support services for advice on strategies, equipment or staff training.

Individual Education Plans (IEPs)

All pupils on our SEN Register will have individual education plans setting out targets and any provision made that is additional to and different from usual classroom provision.

For pupils with an EHCP, provision will meet the recommendations on the plan.

In subjects where all children have curriculum targets, these are used to inform the IEP. Curriculum targets are recorded in exercise books, homework diaries, target cards etc.

Strategies for pupils' progress will be recorded in IEPs containing information on:

- short-term and long-term targets;
- teaching strategies;
- the provision made;
- the date for review;

- success and/or exit criteria; and
- the outcomes recorded at review.

The IEPs will record only that which is different from or additional to the normal differentiated curriculum and will concentrate on three or four individual targets that closely match the pupil's needs. The action plan will be created through discussion with both the pupil and the parent or carer. IEPs will be reviewed at regular intervals by the SENCO with the inclusion of the views from parent's, carers and pupils.

Class teachers are responsible for:

- including pupils with SEND in the classroom and for providing an appropriately differentiated curriculum. Teachers must ensure that they differentiate work to meet individual learning needs, mark work and plan homework effectively. They can draw on the SENCO for advice on assessment and strategies to support inclusion; and
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND (teachers should follow the pack provided by the SENCO).

Once a child has been identified as needing SEND support, the SENCO will provide the class teacher with a Record of Concern Form to be filled in (teachers to follow sample given). Once this is completed, the SENCO/SEND Teacher will observe the child and parents will be informed at a meeting arranged with the class teacher and SENCO. With the parent's consent, school action will be put in place and the SEND support teachers will provide appropriate support as required, e.g. one to one, small group sessions, giving feedback to parents of pupils with SEND etc.

SEND children (who are able to) will be responsible for:

- filling in their IEPs (they will be encouraged to see the IEP as a positive procedure);
- accepting some responsibility if their IEP targets are not achieved; and
- setting their targets and recording their achievements.

They will have the benefit of extra teaching support from support staff, when available. It may also be appropriate to involve other pupils, e.g. for paired reading, precision teaching etc.

Learning support staff/SEND teachers should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND; and
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies during regular meetings with class teachers.

Identification and Assessment of SEND Pupils

There is a need that pupils' needs must be identified and met as early as possible.

There are four areas of need as stated in the SEND Code of Practice, 2015:

- Communication and Interaction

- Mental Cognition
- Social Emotional and Mental Health Difficulties
- Sensory and/or Physical

Whilst these four areas identify broadly the essential needs of a pupil, we also consider the needs of the whole child which may also impact on a pupil's progress such as:

- Disability
- Health and welfare
- English as an additional language (EAL)
- Being a Looked After Child (CLA)
- Attendance and punctuality

The SENCO works closely with other staff using whole school tracking data as an early identification indicator.

We use a number of additional indicators of special educational needs and they are:

- the analysis of data, including entry profiles at KS1 and KS2 baseline levels, SATs, reading ages, annual and termly pupil assessments and reports;
- the use of our local authority SEND criteria;
- identifying teacher concerns and following the necessary procedure of identification and assessment;
- identifying parental concerns, having the relevant conversations and gathering evidence;
- tracking individual pupil progress over time;
- information from previous schools, from reports and from speaking with other SENCOs; and
- information from other services.

The SENCO maintains a list of pupils identified through the procedures listed; this is called the SEND Register. This list is reviewed each term when a detailed analysis of the list takes place. For some pupils, a more in-depth individual assessment may be undertaken by the school or other educational or health professionals.

Request for a Statutory Assessment

The school will request a statutory assessment from the LA when, despite an individualised programme of sustained intervention within SEN Support, the pupil remains a significant cause for concern. A statutory assessment might also be requested by a parent or outside agency. The school will have the following information available:

- Records from past interventions
- Current and past action plans
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- National Curriculum levels
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the pupil

- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

Education, Health and Care Plans (EHCP)

An EHCP will normally be provided where, after a statutory assessment, the local authority (LA) considers that the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a statutory assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- matched to short-term or long-term objectives set in the EHCP;
- established through parental/pupil consultation;
- set out in an action plan
- implemented in the classroom; and
- delivered by the class teacher with appropriate additional support where specified.

Reviews of an EHCP

EHCPs must be reviewed annually. The LA will inform the headteacher at the beginning of each school term of the pupils requiring reviews. The SENCO will organise these reviews and invite:

- the pupil's parent;
- the pupil, if appropriate;
- the relevant teacher;
- a representative of the SEN Inclusion and Assessment Team;
- the educational psychologist; and
- any other person the SENCO or parent/carers considers appropriate.

The aim of the review will be to:

- assess the pupil's progress in relation to the objectives on the EHCP;
- review the provision made to meet the pupil's needs as identified in the EHCP;
- consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year and whether to cease, continue, or amend it; and
- if appropriate, to set new objectives for the coming year.

At Key Stage Phase Transitions Reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code, the SENCO will complete the annual review forms and send them, with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend or cease an EHCP of SEN.

Arrangements for Complaints

Should pupils or parents/carers be unhappy with any aspect of provision, they should discuss the problem with a class/form teacher in the first instance. Anyone who feels unable

to talk to the teacher or is not satisfied with the teacher's comments should ask to speak to the SENCO. For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school.

In the event of a formal complaint, parents are advised to contact the headteacher or a governor if they prefer. The LA Parent Partnership Service is available to offer advice.

Arrangements for Monitoring and Evaluation

The success of the school's SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

- the monitoring of classroom practice by the SENCO and subject co-ordinators;
- the termly monitoring of procedures and practice by the headteacher;
- the annual governor's report, which contains the required information about the implementation and success of the SEND policy;
- the school's annual SEND policy review, which evaluates the success of the policy and sets new targets for development;
- the school improvement plan, which is used for planning and monitoring provision in the school;
- visits from LA personnel and Ofsted inspection arrangements; and
- feedback from parents and staff, both formal and informal, following meetings to produce IEPs and targets, revise provision and celebrate success.

Changes Due to Coronavirus (Covid-19)

We recommend that anyone referring to the SEND Code of Practice about EHC needs assessments and plans should also read our guidance on changes to the law on education, health and care needs assessments and plans due to coronavirus (Covid-19) .(To access the recent document, please copy and paste the link below in your search bar).

<https://www.gov.uk/government/publications/changes-to-the-law-on-education-health-and-care-needs-assessments-and-plans-due-to-coronavirus>

Some aspects of the law on EHC needs assessments and plans have changed temporarily to give local authorities, health commissioning bodies, education settings and other bodies who contribute to these processes more flexibility in responding to the demands placed on them by coronavirus (Covid-19).

The duty on local authorities annually to publish their response to comments on their local offer of services for those with special educational needs and disabilities has also been modified temporarily for the same reason.

Given that these changes are temporary, we will not be updating the SEND Code of Practice statutory guidance.



Contact Information

Luton Local Offer

http://directory.luton.gov.uk/kb5/luton/directory/lo_info.page

SEND Local Authority Details

SEN assessment team

Luton Borough Council, 1st Floor, Futures House, The Moakes, Luton, LU3 3QB

Tel: 01582 548132

senat@luton.gov.uk

https://www.luton.gov.uk/Education_and_learning/Special_educational_needs/SENassessmentsandstatement/Pages/Special%20Educational%20Needs%20Statement.aspx

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<u>Approved by the Proprietor/ Chair of Governors/ Governing Body:</u> <u>Name:</u> <u>Position:</u> <u>Signature:</u>	