

<b>SEND Policy</b> (Special Educational Needs & Disability Policy)	
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04/10/23	Increased legal framework Roles and responsibilities now include AHT role
04/10/24	No changes

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## LEGAL FRAMEWORK/ REFERENCES:

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children Act 1989
- Children and Families Act 2014
- Data Protection Act 2018 Page 4 of 10
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Health and Social Care Act 2012
- Local Government Act 1974
- Mental Capacity Act 2005
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014
- The General Data Protection Regulation 2018

This policy has due regard to statutory and non-statutory guidance including, but not limited to, the following:

- DfE (2018) 'Keeping children safe in education'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2015) 'School admissions code'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2017) 'Supporting pupils at school with medical conditions'
- DfE (2018) 'Working together to safeguard children'

This policy operates in conjunction with the following policies:

- Admissions Policy
- Child Protection Policy
- Data Protection Policy
- Equal Opportunities Policy
- Medical Policy
- Safeguarding Policy
- Behaviour Policy

## RATIONALE

This policy sets out our approach to supporting pupils with special educational needs and disability (SEND). For more information about how we support pupils with SEND please also see our Local Offer for SEND / SEND information report that is updated annually.

There is information about the support that the Local Authority and other services provide in the Hampshire Local Offer for SEND

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

At The Romsey School;

- A pupil with SEND should have their needs met.
- Those needs will generally be met within the mainstream classroom.
- The views of the pupil should be sought and taken into account.
- Parents/carers have a vital role in supporting the education of their child.
- Pupils with SEND should be offered access to a broad, balanced and relevant education.

At The Romsey School, all aspects of Special Educational Needs are embraced by the Learning Support Department which has the following objectives:

- to ensure the identification and assessment of pupils with Special Educational Needs in accordance with the DfE and DfH Special Educational Needs and Disability Code of Practice: 0 to 25 years;
- to establish and maintain active, mutually supportive relationships with pupils and their parents/ carers;
- to involve pupils in regular reviews of their progress;
- to enable access to a broad and balanced curriculum for all pupils;
- to deploy resources effectively in order to meet the needs of pupils with SEND;
- to maintain records on pupils with SEND;
- to carry out regular reviews of progress and provision;
- to ensure the appropriate involvement of external agencies;
- to maintain links with curriculum-linked schools and with providers at 16+;
- to maintain links with the named SEND Governor;
- to support the work of curriculum and pastoral staff;
- to contribute to in-service training.

## **AIMS:**

At The Romsey School we value all children as individuals with unique talents, skills and abilities. We are committed to supporting all children to do their best through academic and personal development. We place special emphasis on academic achievement for all because this is where we believe we can make the greatest contribution to the life of the child.

It is our aim to enable each emerging adult to take their place in society as an industrious, happy, self-motivated individual. It is our hope that each will contribute to the development of society and its improvement, demonstrate tolerance and respect for self and for the welfare of others, a positively questioning attitude, the ability to discriminate and the flexibility to adapt in a rapidly changing world.

We are seeking to encourage and develop in all a sense of responsibility towards their work, to others and to themselves and the ability to exercise initiative and imagination to the benefit of the community.

Within the framework of the 2015 SEND Code of Practice, all children have the same entitlement to the whole school curriculum and we are committed to making this accessible to all, irrespective of an individual's needs. We place particular importance on the contribution parents/carers make in their children's education and on the views, wishes and feelings of the child or young person.

## **1. LEADERSHIP AND MANAGEMENT OF SEND**

The Assistant Headteacher (SEND & Inclusion)

The AHT oversees the strategic direction of the SEND Departments at The Romsey School. The AHT ensures the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, within mainstream provisions, alternative provisions and the ASD Resourced Provision.

The SENDCO

Our SENDCO has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans. Our SENDCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. Our SENDCO is aware of the provision in the Local Offer and works with professionals providing a support role to families to ensure that our pupils with SEND receive appropriate support and quality first teaching.

The Governors

Our Governing Body fulfils its statutory duty towards pupils with SEND or disabilities in accordance with the guidance set out in the SEND Code of Practice. In particular, the governing body, ensures:

- Arrangements are in place in school to support pupils with medical conditions

- A SEND information report is published annually
- There is a qualified teacher designated as a SENDCO for the school.

In addition, our governing body works with the AHT, SENDCO and Head Teacher in determining the strategic development of SEND policy and provision, including establishing a clear picture of the resources available in the school.

The governing body also ensures that the school meets its responsibilities under the Equality Act 2010, regarding admissions, reasonable adjustments and access arrangements, and publishes information about this that includes specific and measurable objectives.

## **2. ADMISSIONS**

Pupils will be admitted to Year 7 without reference to ability. If the school is named on a child's Education, Health and Care Plan (EHCP), then they will automatically be admitted.

Admission to the ASD Resource Provision is only via Hampshire County Council.

## **3. WORKING IN PARTNERSHIP WITH PARENTS**

We believe that parents/carers play a vital role in helping us ensure the best provision for their children. We strive to build and maintain good relationships with parents/carers.

We are committed to working in partnership with parents and carers. We will:

- Have regard to the views, wishes and feelings of parents.
- Provide parents with the information and support necessary to enable full participation in decision making.
- Support parents in order to facilitate the development of their child to help them achieve the best possible educational outcomes.
- Try to meet with the parents of pupils at least three times each year

If there are any disagreements with parents about SEND support for their child/young person, we will work with them to try to resolve these. If parents have a complaint, they can use the school's complaints procedure. Details about this are available from the school office

## **4. IDENTIFICATION, ASSESSMENT AND PROVISION**

The areas of need that are described in the SEND Code of Practice are:

- Communication and interaction – this includes pupils with speech language and communication needs (SLCN) and those with an Autism Spectrum Condition (ASC) including Asperger's Syndrome.
- Cognition and learning – this includes pupils with additional learning needs. This also includes pupils with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.
- Social, emotional and mental health difficulties – social, emotional and mental health difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other pupils may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- Sensory and/or physical needs - this includes pupils with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD).

The school adopts the graduated model of assessment and identification specified by the Special Educational Needs and Disability Code of Practice: 0 to 25 Years. High quality teaching for the whole class is likely to mean that fewer pupils will require additional support and the SENDCO will take an active role in working with class teachers to develop strategies to enhance pupil progress. Where progress continues to be less than expected, the class or subject teacher,

working with the SENDCo, should assess whether the child has SEND and devise strategies and support as deemed necessary. Personal Learning Profiles (PLPs) and, in a few cases, Individual Education Plans (IEPs) may be deemed necessary.

The identification of SEND is an integral part of the overall approach to monitoring the progress and development of all pupils. The Romsey School will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. In deciding whether to make special educational provision, the teacher and SENDCo will consider all of the information gathered from within The Romsey School about the pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, the school may make arrangements to draw on more specialised assessments from external agencies and professionals. Class and subject teachers, supported by the Senior Leadership Team, will make regular assessments of progress for all pupils. These assessments will be used to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap.

In accordance with the 2015 Code of Practice, there is a single category of Special Educational Needs. In a very small number of cases, it may be decided that a pupil's needs cannot be met effectively within the resources normally available to the school. The school or parents/carers may then request that the LA carry out a formal assessment of the pupil in order to consider whether or not it would be appropriate to issue an Education, Health and Care Plan (EHCP).

Further information on EHCPs is available on request.

Spelling and reading tests are administered to all Year 7 pupils on entry. Year 7 pupils also complete CATs (Cognitive Ability Test).

The results of these tests enable us to compile an individual profile of each pupil's strengths and weaknesses in order to plan for their needs. In addition, the Learning Support Department may consider it appropriate to carry out further diagnostic testing and currently use computerised tests (LASS 11-15) which may assist in the identification of Specific Learning Difficulties. Formal testing may well reveal, or confirm, that the child has needs which can best be met by increased differentiation of classroom work within the normal curriculum framework. An expression of concern by a teacher, a parent/carer or by another professional might also indicate a similar level of educational needs. If, despite increased differentiation, a pupil's progress is still less than that of other pupils, the child may be considered to have Special Educational Needs best served by SEND support. Naturally, our liaison with primary schools means that we are aware of those pupils who have been receiving SEND support during Key Stage 2.

## **5. SUPPORT FOR LEARNING DIFFICULTIES**

### **Literacy and Numeracy Support**

Following an analysis of the results early in Year 7, a number of children will be identified as requiring extra support in basic literacy or numeracy skills. Parents/carers of all pupils identified in this way are informed of the nature of support to be provided. The SENDCo also informs other staff. The majority of these pupils will be taught in smaller English or Maths intervention classes.

### **In Class Support**

Teaching Assistant support is allocated to classes that include pupils with EHCPs and to other pupils with Special Educational Needs as far as resources allow. Their role is to support the subject teacher in helping pupils access the curriculum.

### **Support for Social, Emotional and Mental Health Difficulties (SEMH)**

Children showing signs of behavioural difficulties are monitored by the Heads of Year and Tutors under separate arrangements as detailed in the School's Behaviour Policy; however, the Learning Support Department is notified by the Progress Leader or Assistant Progress Leader and is consulted when behaviour management strategies are being devised. The SENDCo is closely involved with pupils with Social, Emotional and Mental Health difficulties who are supported through SEND Provision and liaises with other staff who manage intervention programmes in the school. The school also employs two Emotional Literacy Support Assistants (ELSAs). These are teaching assistants trained to provide support for children who have been referred by pastoral staff for persistent concerns regarding emotional and social difficulties. Within our NEST provision, we also provide support for pupils with SEMHD in a number of ways, including external counsellors or mentors, drawing and talking groups, Lego Therapy, mindfulness groups and Pets As Therapy sessions. The school also has various members of staff trained in supporting pupils with Social, Emotional and Mental Health difficulties as part of its pastoral support system. Obviously, there is considerable overlap between Learning Support and the Pastoral Team.

#### Examination Access Arrangements

Access Arrangements for external examinations will be available to pupils with learning difficulties, sensory or physical impairments which are permanent or long term. They may take various forms and will be administered according to the rigorous guidelines laid down by the Joint Council for Qualifications (JCQ). JCQ regulations take account of the Disability Discrimination Act. The school will keep a register of pupils for whom Access Arrangements are considered appropriate to their needs.

#### Access to the Curriculum

All pupils in Key Stages 3 and 4 have access to a broad and balanced curriculum. In their curriculum planning, all departments are required to consider children with Special Educational Needs. All departments employ a range of methodologies as appropriate to the ability of individual pupils and specific subject content and a variety of strategies for differentiation are in use. At Key Stage 4, the emphasis is on encouraging pupils to develop strategies for effective learning, and support, therefore, tends to be focussed in subject lessons. We provide alternative curriculum opportunities for a small number of pupils who find it very difficult to cope with the regular school curriculum, or who need consolidation for their learning in specific areas.

## 6. TRANSITION

The great majority of pupils with SEND, with the right support, can find work, be supported to live independently, and participate in their community. We encourage these ambitions right from the start. Our SEND support includes planning and preparation for extended transitions between phases of education, key stages and preparation for adult life. We will agree with parents and pupils the information to be shared as part of this process; sometimes through producing a Transition Partnership Agreement. We support pupils so that they are included in social groups and develop friendships. This is particularly important when pupils are transferring from one phase of education to another. In Year 6, our SENDCO will meet all pupils with EHCPs, together with their parents and teachers to ensure that the transition from primary to secondary school is as seamless as possible/

If a pupil has an EHC plan, this will be reviewed and amended in sufficient time prior to moving between key phases of education. The review and any amendments must be completed by 15 February in the calendar year of the transfer.

We ensure that pupils from Year 10 and Year 11 are provided with independent careers guidance. For pupils with EHC plans, reviews from Year 9 will include a focus on preparing for adulthood and we will cooperate with the Local Authority to support the development of a post -16 study programme tailored to their needs.

## 7. RESOURCES

Resources are allocated to the Learning Support Department so that: a) all pupils with EHCPs receive appropriate support from the SENDCo, Teaching Assistants and, as appropriate, outside agencies; b) other pupils with special needs but without EHCPs are also given support appropriate to their needs, for example pupils may receive:

- small group or individual tuition from Teaching Assistants as part of an intervention programme;



- classroom support to access the curriculum;
- inclusion in after-school homework support sessions;
- timetabled alternative curriculum opportunities within the school's NEST or S5 provision.

ICT equipment and software designed to support the learning of pupils with SEND is available through the Learning Support Department. The Learning Support Department will allocate resources to those with the greatest needs. Additional resources are allocated to subject departments with the expectation that departments will provide materials to enable differentiated learning, including support for the able child.

## 8. SAFEGUARDING

At The Romsey School, we are aware that there can be additional barriers to recognising abuse and neglect in children with Special Educational Needs. The AHT and SENDCo is also one of the schools Designated Safeguarding Leads (DSLs) and works closely with the other DSLs, sharing information and concerns on vulnerable pupils.

## 9. DATA PROTECTION

Education Health Care plans (EHC plans) will be kept securely so that unauthorised persons do not have access to them. EHC plans will not be disclosed without the consent of the child's parents *or the young person*, except for specified purposes or in the interests of the pupil.

See our Data Protection policy for more information.

## 10. MONITORING AND REVIEWING

SEND issues are addressed in the school's Improvement Plan and in the line management of SEND.

Effectiveness is demonstrated by:

- Movement of students through SEN Support and on and off the Register of students Receiving Support
- Achievement of EHCP and personal Targets against measurable success criteria
- Measurable progress following intervention e.g., a narrowing of the gap between students' and peer attainment or improvement in rate of progress
- Successful transition post-16

There is a Linked Governor who meets with the AHT and SENCO.

Reports are regularly made to the Governors.

The SEND Policy is reviewed regularly.

There is an annual SEND Information Report published on The Romsey School website.