

DISABILITY AND SPECIAL EDUCATIONAL NEEDS (SEND) POLICY



The Regis School
The best in everyone™
Part of United Learning

UNCRC: Article 12 - Every child has the right to say what they think in all matters affecting them and to have their views taken seriously
Article 28 – Every child has the right to an Education
Article 23 – A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community
“Equality of opportunity and inclusion underpin the work and ethos of the school” Ofsted November 2013

1. RATIONALE

The Regis School (TRS) is a secondary 11-18 Academy, under the sponsorship of United Learning. TRS is an open and inclusive comprehensive school that aims to achieve the best for every student. The Regis school also includes a resourced provision for students with high needs Education Health Care Plans (Severe Specific Learning Difficulties and/or Speech and Language Disorder or Delay).

Policy to promote the successful inclusion of students with special educational needs and disabilities. To be read in conjunction with the SEN Information Report.

- 1.1 The inclusion of students and helping them to develop their full potential is a priority for all staff at The Regis School. We are committed to meeting the diverse individual needs of all students by working closely with parents, promoting successful learning opportunities and working creatively to remove any barriers to learning through a graduated approach to support; thus ensuring the best possible progress for all of our students, whatever their needs or abilities. All students are encouraged to participate in the life and work of the school to the best of their abilities. This is achieved by making reasonable adjustments to ensure all students have access to the curriculum and extracurricular activities. High quality teaching that is differentiated and personalised will meet the individual needs of the majority of young people so that they can become confident individuals leading fulfilling lives.
- 1.2 We welcome applications from all pupils including those who may have additional or special educational needs. We will conform to the policy for admissions to our school which can be found on the school web site.

Statutory Framework

- 1.3 The Regis School's Special Educational Needs and Disabilities (SEND) policy is written in line with the following areas of legislation and guidance:
 - SEND Code of Practice: 0 - 25 years (September 2014)
 - Supporting pupils at school with medical conditions (April 2014)
 - Special Educational Needs and disabilities Regulations 2014
 - Schools SEN Information Report Regulations (2014)
 - Equality Act 2010: advice for schools DfE (February 2013)
 - Children and Families Act 2014
 - United Nations Convention on the Rights of the Child
 - Teachers Standards 2012

The policy was written by the school SENCO in liaison with the Assistant Principle on the Senior Leadership Team and with parental consultation which took place in July 2014.

Policy Objectives

1.4 We will ensure that:

- students with SEND are identified as early as possible and that early action is taken to meet those needs
- students with SEND are able to join in with all the activities of the school
- high quality provision, including quality first teaching, meets the needs of students with SEND, removing barriers to learning so that they can make the best possible progress;
- parents are informed of their child's special needs and that there is effective communication between parents and school about the programme of support for their child
- young people and their parents are encouraged to be actively involved in the decision making processes regarding their own learning and preparation for adulthood
- there is collaboration between all professionals involved
- clear, relative, informative records follow a student through school

2. ROLES AND RESPONSIBILITIES

2.1 Provision for students with special needs is a matter for the school as a whole.

SENCO: Mr G Parker – gparker@theregisschool.co.uk

Mr Grant is a qualified teacher and holds the National Award for Special Educational Needs Coordinators.

Teacher in charge of the SSC: Mrs L Nielsen – lnielsen@theregisschool.co.uk

Assistant Principle of Inclusion: Mrs C Saunders, line manages the SENCO and is a member of the Senior Leadership Team.

SEN Governor: Mrs J Wilson

2.2 **The Governing Body**

- Determine and review policy and funding for students with SEN
- To have an overview of local and national developments which affect SEN
- Receive regular monitoring reports and information from the SENCO

2.3 **The Principle and Senior Leadership Team**

- To keep abreast of local and national changes to SEND
- To keep up to date and monitor SEND provision and its impact on student outcomes
- To receive regular monitoring reports from the SENCO

2.4 **Key Responsibilities of the SENCO:**

- The strategic development of the SEND policy and provision in the school.
- Responsibility for the day to day operation of the policy and coordinating provision for individual students, including those with Education Health Care Plans / Statements.
- Overseeing the writing and updating of Access Plans (one page pupil profiles) which outline students' strengths, weaknesses and strategies to support learning.

Liaison with:

- Primary providers and potential next providers of education in preparation for adulthood and independent living.
- The educational psychologist and other outside agencies where appropriate.
- Parents of pupils with SEN.
- Heads of Faculty and Heads of House

Ensuring that records of all students with SEND are kept up to date and accessible for staff including: SEN register, Access Plans and Provision Maps.

2.5 **All staff Responsibilities**

- Teachers are responsible for the progress of *all* their students including those with SEND
- All staff support identification, assessment, provision and reviews for students with SEND
- Mentors take an active role in the target setting, planning, monitoring and evaluation cycle

2.6 All Inclusion staff receive regular training with regards to issues related to SEN. The Regis school is a member of NASEN – National Association of Special Educational Needs. Advice and training are sought from NOVIO our local SEN Hub. Whole school training is given staff to ensure students with SEN can access the curriculum.

3. IDENTIFICATION AND ASSESSMENT

What is SEND?

3.1 Children/young people have Special Educational Needs and/or Disability if they have a learning difficulty and/ or disability which calls for special educational provision to be made for them.

3.2 According to SEND Code of Practice (2014) children have a learning difficulty or disability if they have:

- a. A significantly greater difficulty in learning than the majority of other children of the same age.
- b. A disability or other condition which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in a mainstream school.

3.3 Students with disabilities may have learning difficulties that call for SEN provision. However, not all children who have a disability, as defined by the Equality Act 2010, will require this provision. We will assess each student as required and make appropriate provision, based on need (the Code of Practice outlines “reasonable adjustment” duty for all settings and school provided under current Disability Equality legislation).

3.4 A student should not be assumed to have special educational needs just because they have fallen behind in their learning. For any child or young person who does fall behind, intervention strategies will be put into place to bring them back on track.

3.5 The Regis School also recognises the need to look at the whole child, which will include not just the special educational needs but also wider wellbeing. The following areas may be considered and supported by specialist staff:

- Attendance and punctuality
- Health and Welfare
- EAL (children must not be regarded as having a learning difficulty solely because the language or their homes different from the language in which they are taught.
- Being in receipt of Pupil Premium grant
- Being a Child Looked After

Early Identification

3.6 As an 11-18 school, we will prioritise early identification of students' needs. For students to progress effectively it is crucial that their learning needs are met.

Four Main Areas of Need

3.7 The SEND Code of Practice 0-25 Years, 2014 outlines four main areas of need for which the Regis School commonly makes provision :

Area of Need	Definition
Communication and interaction	Children and young people with speech, language and communication needs (SLCN) have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is said to them or they do not understand or use social rules of communication.
Cognition and learning	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Specific learning difficulties (SpLD), affect one or more specific aspects of learning.
Social, emotional and mental health difficulties	Children and young people may experience a wide range of social and emotional difficulties. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children and young people may have disorders such as attention deficit disorder, attention hyperactive disorder or attachment disorder.
Sensory and/or physical needs	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people will require specialist support and/or equipment to access their learning.

Identification and Assessment

3.8 Some students come to The Regis School with specific difficulties already identified; the subject teacher and the SENCO will monitor, track and review these students and agree on the level of intervention required.

3.9 In other cases, a student's special educational needs may be identified once they arrive, often by the class teachers or parents. Identification of special educational needs is part of a continuous cycle of assessment; the school measures progress by:

- On entry screening, using nationally recognised standardised assessments, including Cognitive Abilities Tests (CATs), reading and spelling, highlighting any potential strengths or areas of weakness.
- Individual student's progress, monitored by their teacher as part of ongoing observation and assessment.
- Progress and performance against Key Performance Indicators for each subject.
- Weekly meetings of in-school professionals to discuss student progress and behaviour
- Meetings four times a year to discuss student progress at RAP (Raising Achievement and Progress) meetings
- Interventions are monitored and evaluated at least termly or at the end of the intervention if sooner. Staff delivering interventions are required to keep accurate, detailed and consistent records of their support and interventions.
- Annual assessment of reading and spelling using nationally recognized assessments.

- 3.10 Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnosis. Parents are advised to contact their GP if they think their child may have ASD or ADHD or some other disability.
- 3.11 The SENCO manages and oversees arrangements made for pupils to access exam arrangements.

Working with Parents

- 3.12 There are many opportunities for parents to meet teachers at The Regis School to build relationships and exchange information. The school values its partnership with parents in providing the best opportunities for our students. Parents and carers will be informed of their child's progress and involved in target setting throughout the academic year and in a variety of ways including:
- Informal meetings with teachers
 - Formal parent consultation evenings up to 2 times a year
 - All parents/carers receive regular information through reports
 - Parents of students with SEND are invited to discuss the particular needs of their child as necessary with the SENCO or specialist teachers, including any decision to involve specialists.
 - Parents or carers of students with SEND may receive regular updates from external agencies (if they are involved).
 - Annual Review Meetings for students with an Education Health Care Plan or Statement.
- 3.13 If there is a concern about a student, the SENCO, Head of House and/or subject teacher will contact the parents to discuss the concern and together form a plan to support the student.
- 3.14 For more information to support your child please refer to the West Sussex Local Offer which outlines services available, and how to access them. It includes provision from 0 -25, across education, health and social care. <https://westsussex.local-offer.org/>

4. A GRADUATED APPROACH

Quality First Teaching

- 4.1 At The Regis School we are passionate about providing excellent provision for all our students. We celebrate the many different ways students learn and provide opportunities for all children to succeed.
- 4.2 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. This is called *Quality First Teaching*; every teacher is a SEND teacher.

Tracking Progress:

- 4.3 The progress of all students is closely tracked and monitored throughout the school year. Any student, (with or without SEND) who is not making adequate progress is targeted and appropriate interventions put in place. Where students continue to make inadequate progress, given their age and starting point, *after normal classroom strategies for differentiation have been tried*, further assessment should take place.

SEN support

- 4.4 SEN support is support which is **additional to or different from** the provision made generally for young people of the same age in a mainstream school.
- 4.5 We recognise that there is a wide range of SEN amongst our students and match the level of intervention to each student's needs. We have adopted the 'graduated' approach as set out in the Code of Practice 2014; four types of action are taken in order to put effective support in place: Assess, Plan, Do, Review. These actions form part of a cycle through which earlier decisions and actions are revisited, refined and revised.

Assess

- 4.6 Before identifying a student as needing SEN support, teachers and Leaders of Achievement, working with the SENCO/Specialist teachers, should establish a clear analysis of the student's needs. The views and experience of parents, the student's own views and, if relevant, advice from external support services should be taken into account. The assessment will be reviewed regularly to ensure that support is matched to need.

Plan

- 4.7 Where it is decided to provide a student with SEN support, parents will be notified. The SENCO will agree, in consultation with the parent and the student, the interventions and support to be put in place, as well as the expected impact on progress, learning, development or behaviour. An Access Plan (a one page pupil profile) may be created with the student and parent. This identifies the students' strengths and areas of weakness, the desired outcomes and strategies to support progress towards the outcomes. This may include reasonable adjustments including the use of auxiliary aids.
- 4.8 All teachers and relevant support staff who work with the student, will be made aware of their needs, the support provided and any teaching strategies or approaches required.

Do

- 4.9 The subject teacher and mentor remain responsible for working with the young person on a daily basis. If interventions involve group or one-to-one teaching away from the main class or teacher, they will still retain responsibility for the student, working closely with any teaching assistants or specialist staff involved.

Review

- 4.10 The effectiveness of support and the impact on the student's progress will be reviewed in line with agreed dates. At a minimum, this will be on a termly basis. The impact of the support provided, along with the views of the student and their parents, will feedback into the analysis of the student's needs. Support may be revised in light of the student's progress or development.

Education Health Care Plan Process

- 4.11 Where students' progress is **significantly** slower than that of their peers and continually fails to match their previous rate of progress, despite quality teaching and interventions targeted at specific areas of difficulty or interventions, it *may* be that the child has SEN and requires support which is additional and/or different from the provision made for most students of the same age.
- 4.12 Should progress continue to be inadequate, further information will be gathered from the student, parents, teachers with advice and support being requested from other professionals, with the parent's consent. The Local Authority then gathers information from all the professionals concerned with the student and from parents. If appropriate, an Education and Health Care Plan is then drawn up. In this plan the desired outcomes for the child and the route to achieving these are clearly outlined.

- 4.13 Person Centred Reviews are used for pupils with EHC Plans. This involves the pupil but is facilitated by an adult within the school setting rather than server led. The person centred way gives everyone an opportunity to acknowledge and celebrate what is working well, as well as looking at what is difficult and not going well. This can then be addressed and results in jointly agreed actions

Working with other Agencies and Specialists

- 4.14 The Regis School has a Health Manager, a Designated Teacher for Children Looked After, a Counsellor, Careers Advisor, an Educational Welfare Officer, specialist Literacy teachers and Higher Level Teaching Assistants for literacy and numeracy.
- 4.15 A county funded **Special Support Centre** is housed within the Inclusion area. This offers 8 planned places for students with an Education Health Care Plan who have Additional Needs including dyslexia and speech and language difficulties.
- 4.16 The SENCO may decide that it is appropriate to seek advice from specialists early on in the identification process. Certainly, where a student continues to make little or no progress, despite well-founded support that is matched to the student's area of need, we may involve specialists from within the school and externally, including:
- School Nurse
 - Sensory Support Team
 - Child and Adolescent Mental Health Services (CAMHS)
 - Social Communication Team.
 - Educational Psychologist
 - Speech and Language Therapist (SALT)
 - Specialist teacher
 - Learning Mentor
 - School Counsellor
 - Education Welfare Officer
- 4.17 The services of other specialist support are available upon referral when students meet the referral criteria including:
- Support from the Pupil Referral Service (APC)
 - Early Help
 - Virtual School for Learning for Children Looked After
 - Autism Sussex
 - Parent Partnership

5. ACCESSIBILITY

- 5.1 The school accessibility plan is written in line with guidance from the Equalities Act 2010 and can be found on the school web site
- 5.2 The school was built in 2010 and as such meets all accessibility guidelines of that time.

6. PROCEDURES

Dissemination of Information

- 8.1 The SENCO provides information about which students have special needs and or a disability through an SEN register and a disabilities register, available on the T drive and The Sharing Information System (SIMs).
- 8.2 All staff are informed of the particular requirements of individual students with special needs via Access plans found in the SEN folder on the T drive.
- 8.3 All teaching staff and mentors are expected to know which students in their classes or mentoring group have special needs and make appropriate adjustments to support their access to the curriculum and extra-curricular activities.

7. ADMISSIONS PROCEDURE

- 7.1 Students with SEND follow the same procedure and guidance as out lined in the schools Admission Policy (found on the school website) unless they have an Education Health Care Plan where the school works in line with Local authority guidance and regulations.

8. COMPLAINTS PROCEDURE

- 8.1 Initial contact should be made with the Head of House who will liaise with the SENCO as necessary. Any concerns that cannot be resolved through meetings with Head of House or the SENCO should be addressed to the Head Teacher and then to the governing body.
- 8.2 The schools complaints policy can be found on the schools website.

9. EVALUATION/SUCCESS CRITERIA

- 9.1 The progress of students with SEND is monitored regularly in line with our whole school monitoring procedures.
- 9.2 Public examination outcomes are reviewed separately for students with SEND.
- 9.3 The SENCO produces an annual report on special educational needs provision for the governing body.

This policy should be read in conjunction with:

- Equality and diversity Policy
- Teaching and Learning Policy
- Marking and Presentation Policy
- Curriculum Policy
- Behaviour for learning Policy
- Safeguarding Policy
- Admissions Policy
- Accessibility Plan
- Supporting Pupils with Medical Needs Policy

Review Period: Annually
Reviewed: March 2017
Next Review: March 2018

APPENDIX

1. Glossary

- DfE – Department for Education
- SEND – Special Educational Needs and Disabilities
- SEND Code of Practice (2014) – Government guidance for schools published in 2014
- SEN Information Report – a statutory report for parents outlining the schools provision for students with SEND and held on the schools website
- Access Plan – The Regis School’s individual pupil profile outlining strengths, weaknesses, teaching strategies and desired outcomes for the young person
- Provision Map – The method of showing SEN provision for individuals and groups of students