



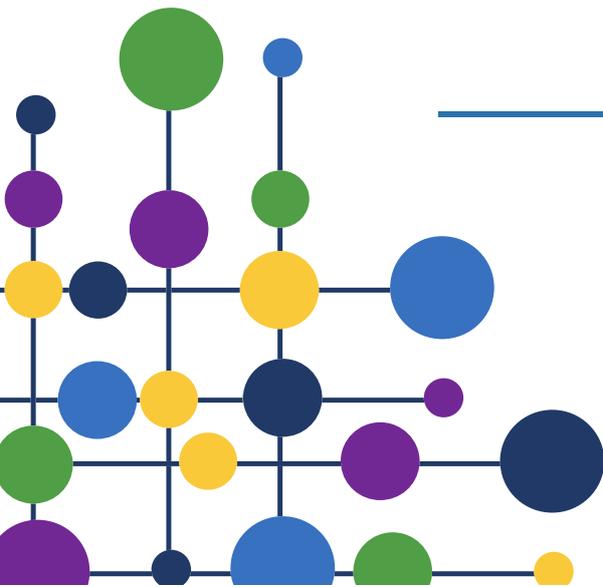
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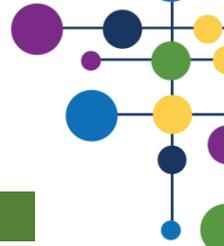


POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

SCHOOL: ROYDS HALL

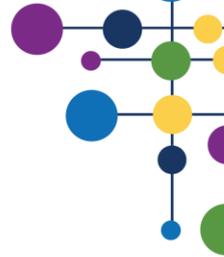
Name of policy writer	Emma Canetti SENCO
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1. Introduction

Royds Hall recognises the achievements and abilities of all of our students. We value the contributions that every child can make and welcome the diversity of culture, religion and learning style. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our students whatever their needs and abilities. The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access for all. All students with Special Educational Needs and Disabilities (SEND) are valued, respected and equal members of the school.

As such, provision for students with SEND is a matter for the school as a whole.

‘All teachers are teachers of students with SEND’

This policy complies with the statutory requirements in the SEND Code of Practice 0 - 25 2014 and should be read in conjunction with the following guidance, information and policies:

- The Equality Policy
- The Accessibility Plan
- The school’s SEND information on the school website (SEN Report)
- The LA Guidance – ‘Children & Young People with SEN; Guidance – School Based Support’
- The Safeguarding Policy
- Supporting Students at School with medical conditions and needs policy

In accordance with the overarching principle of the new Code of Practice, this policy has been co-produced with:

- SENCOs
- Senior Leadership Team
- Governing Body
- Families

2. Contacts

Special Needs Coordinator (SENCO) Associate Assistant Headteacher:	Emma Canetti emma.canetti@sharemat.co.uk - (Pgcert SPLd AMBDA, NASENCo)
Deputy Special Needs Coordinator:	Nathan Inman nathan.inman@sharemat.co.uk
Assistant Special Needs Coordinator:	Tom Shires tom.shires@sharemat.co.uk
Teacher in Charge of Additionally Resourced Provision:	Emma Borg emma.borg@sharemat.co.uk
Senior Deputy Headteacher in charge of Additional Needs:	Emily.devane@sharemat.co.uk

3. Long Term Aim of this Policy

Objectives

1. To work within the guidance laid down in the SEND Code of Practice 2014.



2. To identify and put in place appropriate provision for pupils who have SEND and additional needs.
3. To operate a whole school approach to the management and provision of support for SEND that takes into account all of a pupil's needs (Assess, plan, do, review model)
4. To ensure that parents/carers have a clear understanding of how the school supports children and young people with SEND, and their own involvement in this
5. To provide an appropriately qualified and experienced SENCO in post who can ensure that the SEN Policy is put into practice.
6. To provide support and advice for all staff working with SEND pupils.

4. Identification of SEN

Transition

A robust and comprehensive screening process is followed at the point at transition to ensure that any unmet need is identified and acted upon swiftly.

Through the curriculum

Children and young people are also identified as having SEND if they do not make adequate progress through Quality First Teaching.

Teaching Staff

All teachers are teachers of children with SEND, and actively seek to adapt the curriculum to meet their needs. All teachers are aware of the procedures for identifying, assessing making provision for students with SEND, and are actively involved in the review process.

Educational Teaching Assistants (ETAs)

The ETAs work closely with the SENCO in providing support for students with SEND across the school, liaising with class teachers, maintaining records for the students they work with, and attending reviews and meetings as requested.

The Code specifies four broad areas of need:

- Communication and Interaction (including Autism Spectrum Condition)
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

Other factors may affect progress and attainment: attendance and punctuality, English as an Additional Language, being a 'Looked After Child', health and welfare, being in receipt of Pupil Premium, Disability (the Equality Act and the Code of Practice state that schools and settings have a duty to make 'reasonable adjustments' – these alone do not constitute SEND).



The Code no longer allows for the identification of behaviour to describe SEND. Any concerns we may have about a child/young person with behavioural needs would form an underlying part of a wider need which we have recognised and identified clearly. Through our Strategic Additional Need Team (ANT) meetings, students may be identified and signposted to interventions and support either using the well being team or external agencies.

Our school has a well being centre therapeutic intervention room, which delivers a range of programmes, designed to support student's social and emotional development

5. A Graduated, Whole School Approach to SEND Support

Subject teachers are accountable for the progress and development of all students in their class. They oversee the work of any support staff in their lessons and collaborate with any specialist staff. Their planning takes additional adult support into account and is discussed with those staff. However, any intervention and support does not replace high quality teaching.

The Senior Leadership Team have a rigorous programme of quality assurance throughout the year to monitor the quality of teaching and learning, of which SEND is an integral focus. A personalised programme of CPD is delivered to all staff to equip them to meet the needs of students with SEND.

The school may decide, in collaboration with the parent/carer, to place a pupil on the SEN register at **SEN Support**.

Every child/young person on SEN Support has a different profile of needs and we adopt a personalised approach to ensure that we meet those needs. In accordance with LA Guidance (see page 14 Children & Young People with SEN; Guidance – School Based Support), if a child/young person's needs are more complex, we will make steps towards a My Support Plan to record outcomes, provision, resource and strategies in place.

The school takes a graduated approach, starting with ensuring high quality teaching is in place. Through the system of assess, plan, do, review, different intervention models will be explored. Subject teachers contribute to EHCPs and My Support Plans and use the targets to inform their planning of lessons. These are reviewed annually and more frequently when necessary. The school has access to Specialist Provision Outreach teams who can offer support and guidance for students with more complex needs. Students with Social Emotional Mental Health (SEMH) difficulties can receive targeted support from external agencies through Single Point Referral.

Some children and young people on the SEN Register may have more significant SEND, and there may be a number of specialist services involved with the child and their family. As a result of the monitoring cycle, it may be felt that they are not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs and if so a request can be made for an Education, Health and Care (EHC) assessment of need. This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the issuing of an **Education Health and Care Plan (EHCP)** which will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or



support within school. Their progress will be monitored by the school and through an annual review, where the outcomes on the EHCP will be considered.

6. Criteria for Exiting the SEN Register

Children and young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEN Register are made in partnership with the parent/carer at the end of each monitoring cycle.

In deciding whether a student needs to remain or be placed on the SEN Register, regular reviews and assessment data analysis on whether the student has closed the gap of attainment between them and their peers are taken into account. Subject teachers, with the support of the SENCO will continue to monitor the progress of the student.

7. Supporting Students and Families

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEN. Our SEN Report is on our website and is updated regularly, and we guide parents towards the LA Local Offer for information about wider services. In addition to information about the personalised support we offer their child, we also provide information about:

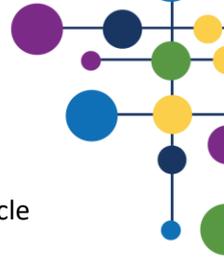
- Our admissions arrangements
- Our links with other agencies
- Our arrangements for examination and assessment access
- Our transition arrangements
- Our school policy on managing medical conditions of pupils

8. Supporting Pupils at School with Medical Conditions

At Royds Hall, we recognise that children and young people at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children and young people with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010. Students will also have an Individual Healthcare Plan, which may be written in consultation with parents and health care professionals. Some may also have SEN and may have an Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (2014) is followed.

9. Monitoring and Evaluation of SEND

Parent / carer views are captured at parent's evenings, where there is the opportunity to discuss their child with the subject teachers and if required with the SENCO. Interim reviews are also held within the EHCP cycle. The SEN team also request parent views on provision at regular intervals. Annual reviews provide opportunities for parents to give their views both in writing and through discussion. Students with an EHCP and our higher need SEN support students may be given access to a keyworker who acts as a regular point of contact and can liaise with the SENCO, teachers and



family. Our monitoring and evaluation cycle is embedded into school practice and is a continual cycle of review aimed at improving the provision and outcomes for all pupils.

10. Resources

a) Funding for SEN

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school to ensure that they have a 'notional budget', which caters sufficiently for the special educational needs of the children and young people within their school. The Education Funding Agency describes the funding available within schools for SEN pupils as being made up from 3 elements:

Element 1 Core Educational Funding	Mainstream per pupil (AWPU)
Element 2 Schools Block Funding	Contribution of up to £6k for additional support required by children and young people with high needs, from the notional SEN budget.
Element 3 High Needs Top Up	Top Up funding from the LA to meet the needs of individual children and young people with EHC plans

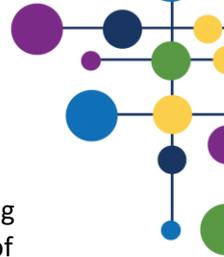
The amount of money in the schools' block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a pupil's SEN support.

Additional resources for individual statements and EHC plans - Element 3 are allocated by **top-up funding** from the High Needs block budget. The level of top up funding for each pupil is allocated at several different levels depending on the type and level of need of each pupil. High Needs pupils with statements or EHC plans are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

b) Funding of Resourced Provisions in Maintained Schools

Resourced Provisions are funded on an agreed number of places as agreed with the DFE on an annual basis. There is also an additional element of top up-funding allocated to school to meet the needs of the actual pupils in the resourced provision. All funding for the ARP pupils comes from the High Needs Budget.

a) Workforce Development



An induction process is in place for all teachers and support staff and this includes regular training with the SENCO to explain the systems and structures in place to support the needs of individual children and young people.

The training needs of all staff are identified, a programme of professional development is in place, and all staff are encouraged to access this.

The SENCO regularly attends the Local Authority's SENCO network meetings in order to keep up to date with local and national issues in SEND

11. Roles and Responsibilities

- The SEN Governor is Joanne Simpson who works with the SENCO regularly and monitors the progress of students with SEN.
- The school employs a large number of support staff. They carry out a range of roles across the school and are line managed by the SENCO and the Teacher in Charge of Additionally Resourced Provision (ARP). They work closely with the SENCO and class teachers who oversee their work and plan with them.
- The Designated Safeguarding Lead is Joanne Thompson.
- The member of staff responsible for Looked after Children is Emily Devane
- The member of staff responsible for managing the school's responsibility for meeting the medical needs of students is Joanne Clegg.

12. Storing and Managing Information

All documents relating to children and young people on the SEN Register are stored securely.

13. Reviewing the Policy

We will review this Policy within our school policy review cycle.

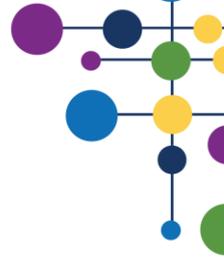
14. Accessibility – Statutory Responsibilities

We have an Accessibility Plan that addresses the improvement of access to:

- The curriculum
- The physical environment
- The provision of information.

This plan is reviewed annually, barriers are identified, and plans put in place to remove them.

Parents/carers can contact key staff by telephoning the school or emailing the relevant member of staff.



15. Dealing with Complaints

Complaints policy and procedures are available from the school.

16. Bullying

At Royds Hall, we have a whole school approach to mitigating the risk of bullying, and developing independence and building resilience in our students with SEN. We do this by providing pastoral care and a safe environment specifically for more vulnerable students. See the Behaviour Policy for further details on how bullying is addressed.