

# POLICY FOR SPECIAL EDUCATIONAL NEEDS



## Additional Needs Policy

### 1. Introduction

Royds Hall Community School recognises the achievements and abilities of all of our students. We value the contributions that every child can make and welcomes 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 SEN are valued, respected and equal members of the school.

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

‘All teachers are teachers of students with SEN’

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 SEN information on the school website (SEN Report)
- The LA Guidance – ‘Children & Young People with SEN; Guidance – School Based Support’ □  
Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014) □  
The Safeguarding 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): Emma Canetti [ecanetti@roydshall.org](mailto:ecanetti@roydshall.org)  
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Assistant Special Needs Coordinator:

Richard Dresser (rdresser@roydshall.org)

Teacher in Charge of Specialist Provision: Tania Watt twatt@roydshall.org

Deputy Head in charge of additional needs: Sue Renshaw srenshaw@roydshall.org

### **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 SEN, and their own involvement in this
5. To provide appropriately qualified and experienced SENCOs 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**

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

#### Teaching Staff

All teachers are teachers of children with Special Educational Needs, 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 SEN, and are actively involved in the review process.

#### Student Achievement Leaders (SALs)

The SALs work closely with the SENCOs in providing support for students with Special Educational Needs 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 Disorder)
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

Other factors may impact on 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 SEN).

The Code no longer allows for the identification of behaviour to describe SEN. 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 ANT meetings, students may be identified and signposted to interventions and support either using the well being team or external agencies.

Both campuses have 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 SEN Support**

Class and subject teachers are accountable for the progress and development of all children and young people 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 SLT have a rigorous programme of observations throughout the year to monitor the quality of teaching and learning. Each area of school have a PPR (Proving Progress Review) in which SEN is a key area in this. A personalized programme of CPD is delivered to all staff to equip them to meet the needs of students with SEN.

In the Primary phase, each class teacher has a pupil progress meeting where the progress of all children, including those at risk of underachievement and children with SEN is discussed and actions taken to address identified needs, including CPD, is put in place.

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 Quality First Teaching. Through the system of assess, plan, do, review, different intervention models will be explored, firstly by the class teacher and graduated steps towards specialist interventions, if these are deemed appropriate. Students identified are recorded on a school provision map and may then progress on to an IEP or PSP. The Primary phase class teachers review and write these at least termly.

The Secondary phase subject teachers contribute to IEP's 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 teams who can offer support and guidance for students with more complex needs. Students with 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 SEN, 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 also 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. Class teachers, with the support of the SENCO will continue to monitor the progress of the student.

## **7. Supporting Pupils/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 Community School 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 a Statement, or 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 SENCO, in addition to the class teacher. Annual reviews provide opportunities for parents to give their views both in writing and through discussion. At Secondary phase, SEN student families may be given access to a keyworker who acts as a regular point of contact and can liaise with the SENCO or class teachers. In the Primary phase, class teachers are available at the beginning and end of the day to discuss immediate issues.

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:

<b>Element 1 Core Educational Funding</b>	Mainstream per pupil funding (AWPU)
<b>Element 2 Schools Block Funding</b>	Contribution of up to £6k for additional support required by children and young people with high needs, from the notional SEN budget.
<b>Element 3 High Needs Top Up</b>	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 four levels i.e. A, B, C or D 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 Specialist Provisions In Maintained Schools

Specialist 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 Specialist Provision. All funding for the SP 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 a meeting with the SENCOs 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 SENCOs regularly attend 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 Mr S Garside. He meets with the SENCOs 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 SENCOs and the Teacher in Charge of Specialist Provision. They work closely with the SENCOs and class teachers who oversee their work and plan with them.
- The Designated Teacher for Safeguarding at the Secondary campus is Sue Renshaw; in the Primary phase, this is Kelly Starkey.
- The member of staff responsible for Looked after Children at the Secondary campus is Nikki Wood, in the Primary phase this is Jo Jenkinson
- The staff responsible for managing the school's responsibility for meeting the medical needs of students Joanne Clegg, Royds Site, Leeanne Heaversidge, Beech site and Kelly Chapman, Luck Lane site.

## **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 Community School we have a whole school approach to mitigating the risk of bullying, and developing independence and building resilience in our pupils/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.

<b>Owned by</b>	<b>Sue Renshaw/SENCOs</b>
<b>Date last reviewed</b>	<b>June 2017</b>
<b>Approved by Governors</b>	