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Requirement: Mandatory
Delegation: Board of Directors*

Special Educational Needs, Disability and Inclusion Policy **2016 - 2017**

Ralph Sadleir School values the contribution that every child and young person can make and welcomes the diversity of culture, religion and learning style. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. All children and young people with SEN are valued, respected and equal members of our school.

This policy is in keeping with the school's aims, its teaching and learning policy and its focus on educational inclusion. The governing body and staff at the school will ensure that all pupils enjoy a broad, balanced and relevant curriculum which will be differentiated to meet individual needs. The objectives of the governing body in making provision for pupils with special educational needs are:

- To raise the aspirations and expectations for all pupils with SEN
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To develop and maintain partnership and high levels of engagement with parents.
- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEN.
- To enable pupils with SEN to maximise their achievements.
- To ensure that the needs of pupils with SEN are identified, assessed, provided for and regularly reviewed.
- To ensure that all pupils with SEN are offered full access to a broad, balanced and relevant curriculum and the National Curriculum as appropriate.
- To ensure successful transition for pupils with SEN.
- To take the views and wishes of pupils and parents into account.
- To work within the guidance provided in the SEND (Special educational needs and disability) Code of Practice 0 – 25 Guidance January 2015. Along with the Children's and Families Act and the Disability Regulations 2014.

- To provide a SENCo who will work with the SEN Inclusion Policy.
- To provide support and advice for all staff working with special educational needs pupils.

Roles and Responsibilities:

The SEN Department is overseen by the Headteacher Mr D Spong, SENCo Miss V Hampshire and Governors. There is 1 Governor with Special Needs responsibilities (Mrs A Piddock) who visits the school observing lessons and meet with the Head and SENCo. Along with this the Equality Link Governor Mrs S Forbes works alongside ensuring that the Disability Regulation 2014 guidelines are followed. The SEN Governor can be contacted via admin@ralphsadleir.herts.sch.uk

All children and young people with SEN are valued, respected and equal members of the school. As such, provision for pupils with SEN is a matter for the school as a whole. All teachers are teachers of pupils with SEN. The Governing Body, Head, SENCo and all other members of staff have important responsibilities. However, we understand that pupils with special needs may, at times, require extra resources if they are to achieve their potential.

1. DEFINITION OF SPECIAL EDUCATIONAL NEEDS

A pupil has a learning difficulty or disability if he or she has:

- A significantly greater difficulty in learning than the majority of others of the same age;
- 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 (SEN Code of Practice, January 2015).

This may mean that a pupil has a significantly greater difficulty in learning than the majority of children of the same age, or a disability that make it harder for them to access the facilities within the Academy.

Special educational provision means provision that is additional to or otherwise different from that which is made generally for pupils of the same age (Education Act, 1996).

2. OUR PHILOSOPHY

We believe that:

- Every pupil has individual and unique needs, however some require more support than others
- Every pupil is entitled to a broad and balanced curriculum that is relevant and differentiated depending on their needs and we must recognise this and plan accordingly
- All pupils should be encouraged, valued and accepted whatever their individual need

- Every teacher is able to teach pupils with special educational needs and disabilities and the classroom teacher has the primary responsibility for providing access to the National Curriculum
- Parents have a valuable contribution to make towards their child's development and learning

- Every pupil has an equal opportunity to study the subjects in which they will achieve success
- Many pupils may require help throughout their time in school, whilst others may need extra support for a short period to help overcome more temporary needs.

The school recognises that many pupils at some point in their school career have special educational needs that may require support. The existing resources within the school can often provide this extra support. Arrangements are made to identify and provide for these needs as part of the normal teaching and support systems.

All pupils are individuals and as such have individual needs. "Special Needs" constitute one form of individual need where additional support is needed to assist the pupil's learning and overcome potential barriers to learning. The school believes in entitlement to the curriculum rather than exclusion from it. We recognise that school support structures must be based on flexibility rather than rigidity.

This policy should be read in conjunction with the policies on teaching and learning, the school curriculum, equality and assessment and recording and reporting.

3. OUR AIMS

- to value inclusion
- to include all pupils in achieving success across a broad and balanced curriculum, where progress is measured termly against personal targets, age related expectations and earmarked funding i.e. Pupil Premium, Year 7 Catch-Up, PE & Sports Premium etc. Targets, interventions and progress for pupils on the SEN register are monitored termly and met via the plan, access, do and review approach.
- to enable access to a broad and balanced curriculum through providing appropriate learning experiences which meet the needs of individuals
- to value and nurture different strengths (e.g. linguistic, visual, mathematical, physical, musical, social, personal, and scientific)
- to promote the self-esteem and confidence of all pupils and encourage independence and a positive attitude towards learning and themselves
- to identify and respond as early as possible to a pupil's special educational needs
- to work collaboratively with parents, other professionals and support services
- to involve pupils and parents, as well as teachers and support staff, in the setting and reviewing of relevant, realistic targets on individual support plans and working with the LA on EHCP that are already in place or are in process as per the Equality Act 2014
- to identify, assess, record and regularly review pupils' progress and needs
- to facilitate an ethos of communication and co-operation between all those involved in supporting the pupil
- to help the pupil develop ways of overcoming barriers to their learning and respond to individual pupil's styles of learning (e.g. visual, aural, and kinaesthetic)
- to support staff in the provision of an accessible curriculum through varied differentiation and support, and to share effective practice.

4. INCLUSION

At Ralph Sadleir, all pupils irrespective of ability, race, gender or need are respected and valued as individuals. This is reflected in the schools organisational and curriculum structure, its

assessment and reward systems. Through inclusion we minimise barriers to learning and increase the participation of the pupil within school.

The school believes that:

- the needs, rights and entitlements of individual pupils are the focus of both an educational and social environment;
- staff are entitled and supportive environment, consistent quality training, an effective learning environment and good quality advice;
- the family and community should work together

5. ROLES AND RESPONSIBILITIES OF THE HEADTEACHER, OTHER STAFF AND GOVERNORS

Provision for children with special educational needs is a matter for the whole school. Each teacher has a responsibility to provide for the SEND needs of the pupils in their classes and to be aware that these needs may vary depending on the learning situation. All staff have a responsibility for helping meet an individual's special educational needs and for following the agreed school procedures for identifying, assessing and making provision to meet those needs.

The Headteacher and governing body have a legal responsibility for setting, and reviewing annually, the policy and provision for pupils with SEND. The governing body maintains a general overview and have appointed a representative governor (the SEND Governor), who takes a particular interest in this aspect of the work of the school. The SEND Governor works closely with the SENCo and Senior Leadership team to ensure that all pupils who need support receive an appropriate programme.

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 the school's SEND team and supporting the SENCo in the deployment of resources relating to SEND within the school
- ensuring that the implementation of this policy and the effects on the school of all inclusion policies are monitored and reported to governors

The **Governing Body** will ensure that:

- SEND provision is an integral part of the school improvement plan
- the necessary provision is made for any pupil with SEND
- all staff are aware 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, compatible with their needs and ensures the efficient education of other pupils
- they have regard to the requirements of the SEND Code of Practice (January 2015) and the Children and Families Act (2014) along with The Disability Regulations Act (2014)
- 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 key part in the school self-review
- appropriate staffing and funding arrangements are in place
- they oversee the school's work for pupils with SEND
- the quality of SEND provision is regularly monitored

- that the building is assessed regularly to ensure that in line with the Equality Act it meets all expectations for Assess ability, Health and Safety and all Risks are identified
- they, and the whole school is involved in the development and monitoring of this policy.

The Role of the Special Educational Needs Co-ordinator (SENCo)

The Special Educational Needs Co-ordinator (SENCo) is responsible for:

- overseeing the day-to-day operation of this policy and maintaining up to date knowledge of national and local initiatives which may impact on SEND policy and practise
- 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 needs
- co-ordinating the provision for pupils with SEND
- supporting class teachers in devising strategies, drawing up Individual Support Plans/Pupil Profiles, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom
- liaising closely with parents 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
- ensuring that annual reviews are held for pupils with an EHC plan and meetings are arranged on a regular basis ensuring input is taken from parents and passed to the LA to ensure plans are kept up to date
- 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 continuing professional development of staff
- managing teaching assistants
- ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation of behaviour management and other issues for particular pupils
- Ensuring a smooth transition from other schools or in year are in place and parents and staff are aware of interventions in place

Class teachers are responsible for:

- including pupils with SEND in the classroom by devising strategies and identifying suitable differentiated methods of access to the curriculum, in conjunction with the Learning Support Team
- making themselves aware of this policy and the procedures for identification, monitoring and supporting pupils with SEND
- raising individual concerns to the SENCo
- giving feedback, when appropriate, to parents of pupils with SEND

Learning Support Assistants should:

- be fully aware of this policy and the procedures for identification, monitoring and supporting pupils with SEND
- plan and deliver individualised/small group programmes where appropriate
- use the school's procedures for giving feedback to teachers about pupil's responses to tasks and strategies
- jointly plan with teachers, where appropriate.

6. ADMISSIONS

Ralph Sadleir School, as an Academy Trust, will continue to act within the Admissions Policy determined by the Local Education Authority for maintained schools within Hertfordshire

Section 324 of the Education Act 1996 requires the governing bodies of all maintained schools to admit a child with a statement of special educational needs that names their school.

Rule 1 Children in public care (children looked after).

Rule 2 Medical or Social Needs: Children for whom it can be demonstrated that they have a particular medical or social need to go to that specific school.

A panel of governors will determine whether the evidence provided is sufficiently compelling to meet the requirements for this rule. The evidence must relate specifically to the school applied for under Rule 2 and must clearly demonstrate why it is the only school that can meet the child's needs.

Rule 3 Children who have a sibling at the school or linked school at the time of application. *This applies to years 5 to 7 in middle schools.*

Rule 4 Children who live in the priority area for whom it is their nearest Hertfordshire maintained school or academy that is non-faith, co-educational and non-partially selective. *Non-partially selective means that the school does not offer any place on academic ability.*

Rule 5 Children who live in the priority area who live nearest to the school.

These rules are applied in the order they are printed above. If more children qualify under a particular rule than there are places available, a tiebreak will be used by applying the next rule to those children. Where there is a need for a tie-breaker where two different addresses measure the same distance from a school, in the case of a block of flats for example the lower door number will be deemed nearest as logically this will be on the ground floor and therefore closer. If there are two identical addresses of separate applicants, the tiebreak will be random. Ralph Sadleir School will use the same definitions and measuring system as outlined in Hertfordshire County Council's admissions literature, "Applying for a school place"

7. TEACHING AND LEARNING

Teachers, with the support of Learning Support Assistants where appropriate, set suitable learning objectives and targets, and respond to pupils' diverse needs through differentiation. Every effort is made to provide a broad and balanced curriculum and to value the efforts and

progress made across the curriculum by individuals. External professionals are also involved in developing school practice and supporting staff through INSET.

8. PARTNERSHIP

In School

- the SENCo liaises closely with teachers, pupil progress co-ordinators, senior leadership team and LSA'. Information concerns are discussed with the appropriate members of staff.
- school systems and procedures provide the mechanism through which SEND issues are discussed and disseminated. Where possible weekly updates are given to all staff involved ensuring that all interventions in place are being followed and working for the individual involved.

Parents

Ralph Sadleir actively seeks to work with parents/carers and values the contributions they make.

- Parental views are recorded as part of the Annual Review procedures.
- Parents are actively encouraged to help their child in many ways, for example: listening to their child read and help them learn spellings. Information sheets have been produced and are accessible on the school website, which may be helpful to pupils and parents.
- Parents are encouraged to attend Pupil Progress Days, where their child's progress is discussed with their Class Tutor.
- Effective communication is achieved through regular contact with home either through letters, telephone calls, the pupil's planners or email.
- New parents can attend the Open Evening/Open Day events in the winter/spring term prior to transfer. Pupils with special needs are initially identified through our induction programme.
- Where possible, the teacher in charge of transition from Key Stage 2 to Key Stage 3 and the transition team visits all feeder schools to talk to new pupils and their teachers. At such time, information about the pupils identified as having SEN is gathered. The views of parents regarding their child's needs is also sought and individual meetings held with parents to gain as clear a picture of the pupil as possible which is used in the drawing up of the Pupil Profile. The SENCO usually attends the annual reviews of pupils with an EHC plan in Year 4 prior to transfer from primary school. In exceptional cases a specific transition programme is established which involves additional visits by the SENCO to the primary school and extra visits by the pupil to Ralph Sadleir School.
- All Year 4 pupils attend an induction days in July. Parents are invited to share any concerns with the SENCO during the Parents' Evening following this day. Additional transition visits and transition packs can be arranged for any pupils who are particularly anxious about transition.
- All teachers are given information about pupils prior to the beginning of the new school year. This includes Key Stage 2 SATs results, CATs scores, details of any learning difficulties plus advice and strategies to use with individual pupils in the classroom. Confidential Information is available electronically in the Staff Shared Area, and Pupil Profiles are available for SEND pupils.
- On entry to year 5 all pupils are given individual tests to ascertain any areas which individual help will be needed.
- Parents can find help and support through Herts Local Offer:

<http://directory.hertsdirect.org/kb5/hertfordshire/directory/localoffer.page>

Pupils

Ralph Sadleir acknowledges the pupil's role as a partner in his/her own education

- Pupils are actively encouraged to be involved in decision making by attending all reviews and to be involved in setting and evaluating their targets
- Pupils views are recorded both as part of the review process and as part of the on-going process, these views are valued and listened to

In addition to the statutory curriculum, the school provides a wide range of additional activities.

These include:

- Sports activities and teams.
 - School productions and theatre trips.
 - Choir, orchestra and instrument lessons.
 - Field trips to enhance learning.
 - Foreign exchange and cultural visits.
 - Activities week.
- Staff strive to ensure equal access to these activities for all pupils, including making reasonable adjustments for those with physical disabilities. A modified minibus is hired to transport pupils who cannot transfer from a wheelchair.
- Pupils with SEN are actively encouraged and supported to join in and benefit from these activities.
 - The participation of pupils with SEN in these activities is monitored carefully.
 - Pupils have the opportunity to participate in a variety of additional activities.

9. EXTERNAL SUPPORT

The school aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the pupil. The main external support agencies used by Ralph Sadleir School include (this is a non-exhaustive list):

- the Educational Psychologist
- the Speech and Language Service
- the School Nurse
- the Educational Welfare Officer
- the School Counselling Service
- the Primary and Secondary Support Service
- the Integration Team
- the Child and Mental Health Service (CAMS)
- Children's Services
- Physiotherapists
- Occupational Therapy
- The Advisory Services
- The Local Authority

Any advice or guidance from the above is passed on to staff via emails, meetings and training.

Where more than one professional is needed to help meet the needs of a pupil the Common Assessment Framework (CAF) may be used to set up a Team Around the Family (TAF) bringing together a range of professionals to discuss the needs of that child and family.

10. TRANSITION

The SENCo liaises and maintains links with other SENCos regarding SEND pupils transferring both in and out of Ralph Sadleir. This will enhance the smooth transition of both SEND and vulnerable pupils by sharing information regarding these pupils. Additional transition visits are arranged as required. Links with SENCos from primary, middle and secondary phases are also developed and maintained to enhance the schools inclusive practice.

11. CATEGORIES OF SEND

The SEND Code of Practice (January 2015) recognises four categories of need:

- Cognition and Learning Needs
- Social Emotional and Mental Health Needs (SEMH)
- Communication and Interaction Needs
- Sensory/Physical Needs

Whilst the four categories of need broadly identify primary areas of need at Ralph Sadleir School, the needs of children and young people are already identified considering the needs of the whole child. Ralph Sadleir School also considers the impact on progress and attainment of the following.

Ralph Sadleir School has a Disabled Parking space and disabled access to all areas within the school. There are disabled toilets located within the school site and regular meetings means that we can adapt the school as and when needed and the Head and Governing Body are committed to doing this.

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current disability equality legislation – this alone does not constitute SEN)
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the pupil premium
- Being a looked-after child
- Being a child of serviceman/woman
- Young Carers
- Gifted and Talented
- Minority, ethnic, faith groups and travellers
- Children who experience barriers within their learning.

12. IDENTIFICATION, ASSESSMENT, MONITORING AND REVIEW

The basis for identifying pupils with special educational needs is stated in the definition of SEND at the start of this Policy.

Procedures for the identification, assessment, monitoring and review of pupils individual learning needs must be clearly detailed and understood.

- It is the responsibility of the SENCo to oversee the maintenance of the Send Register and the Vulnerable Learners Audit (VLA) and these registers should be updated regularly
- The VLA identifies pupils who need to be monitored closely due to difficulties or delays as part of their emotional, social, behavioural or cognitive development. The VLA includes all pupils with special educational needs as well as those who are identified as initial concerns
- The SEND register includes all pupils with special educational needs who meet the criteria outlined in the Code of Practice for SEN support or EHCP.
- The progress of all pupils is assessed and recorded by subject teachers in line with the schools assessment, recording and reporting policy
- Information from previous schools, parents and outside agencies enable new pupils to be added to either the VLA or the SEND register as they are admitted to the school
- As appropriate, the Special Needs team will issue advice to teachers regarding additional information relevant to the pupils learning needs including detailing the needs and appropriate strategies
- Pupils who have delayed literacy are assessed by members of the SEND team as part of progress monitoring
- Staff and parents may refer to the SENCo any pupil whose learning is cause for concern
- Pupils who are identified as having potential additional needs will assessed according to this need and dependent on outcome of assessment, a Support Plan will be put in place
- Support Plans will outline the child's needs: state what additional support is being given (who will provide help and frequency); what support can be provided by the parents and how and when their progress will be checked
- Support plans should be reviewed termly and EHCPs at least once annual
- Teachers, LSAs, pupils and parents will be asked to evaluate targets and set new ones collaboratively

13. VULNERABLE LEARNERS AUDIT

The SENCo maintains a register of vulnerable learners, which is given to staff at the start of the year. The Vulnerable Learner's Audit (VLA) identifies pupils in each year group who need to be monitored closely due to difficulties or delays with part of their emotional, social, behavioural or cognitive development. The VLA includes all pupils with special educational needs as well as those who are identified as 'initial concerns'. Regular SEND staff meetings provide opportunities throughout the year for staff to raise issues regarding pupils on the VLA. Issues are also raised directly with the SENCo as necessary.

The VLA also provides staff with a 'profile' of each pupil on the VLA at the start of the autumn term. This identifies their strengths, needs, specific resources, advice from external agencies and learning styles. This is updated as necessary over the year as pupils are added to or removed from the VLA, and as external agency advice is reviewed.

14. SEND REGISTER

The SEND Register identifies any pupils who meet the criteria for The Codes two levels of provision i.e. SEN support and EHCP. This is held electronically on SIMS.

- Analysis of the attainment and achievement of different groups of pupils with SEN.
- Scrutiny of pupils' work by SLT, Faculty Leaders and Class Teachers.
- The views of parents and the pupils.
- Regular monitoring by the SEN Governor.
- Maintenance of assessment records (e.g. reading and spelling ages) that illustrate progress over time.
- SEND Audit
- Department Development Plan

If, despite significant support and intervention at SEN Support, the school has evidence that a pupil is making insufficient progress we may seek further advice and support from outside professionals, such as the Advisory Teaching Service.

Both registers are accessible to all staff via the school database.

15. FUNDING AND RESOURCES

Resources are allocated to pupils according to need. These resources include: teacher and learning support assistant time; materials and the procurement of external support (Counselling). All of which are funded by and dependent on the Academy's SEND budget.

Additional funding may be procured through:

- Deprivation and under achievement factors, based on the number of pupils receiving free school meals and under achieving and the end of KS2
- Children on the SEND Register who receive Pupil Premium
- Exceptional Needs Funding (ENF) for specific pupils who meet the ENF criteria

As much support as possible is delivered on an inclusive basis within the classroom. In addition to this, Ralph Sadleir has a designated Learning Support Base from which more individual and personalised curriculum and emotional support is undertaken.

16. STAFFING AND PROFESSIONAL DEVELOPMENT

Staff are made aware of courses relating to SEND through LSA meetings and specific approaches from the SENCo. LSAs are encouraged to participate in INSET and professional development to keep up to date on effective ways of supporting children with diverse needs. Whole school INSET focusing on specific needs are delivered where appropriate on training days and twilight sessions.

17. MONITORING OF THE SPECIAL EDUCATIONAL NEEDS POLICY

The success of the school's SEND policy and related provision is evaluated in a number of ways linked to the school's self-evaluation and reporting system:

- monitoring of classroom practice by the SENCo, subject leaders, year co-ordinators and SLT
- analysis of pupil tracking data and test results for individual pupils and cohorts
- scrutiny of nationally produced data specific to the school and similar schools
- termly monitoring of procedures and practice by governors and SLT
- the school's annual SEND review
- School Self Evaluation
- review of the Academy Development Plan
- feedback from stakeholders
- OFSTED inspection programme

18. COMPLAINTS PROCEDURE

If parents need further advice on or have concerns regarding the procedures within the school for special educational needs they may contact the SENCo who will follow this up with relevant staff. The Headteacher will be made aware of the nature of their concerns if needed. With regard to a specific complaint, the Headteacher will arrange a meeting with all concerned, but if unresolved the governors of the school will be contacted. Parents can contact 'Parent Partnership' at county for support.

The governing body have procedures for dealing with specific complaints and they are required by the Code of Practice and in guidelines from Hertfordshire County Council to adopt certain procedures relating to SEND. Further information with regard to SEND complaints procedure can be obtained from the school office.

19. POLICY REVIEW

This policy will be reviewed annually and/or in light of any changes in legislation by the Personnel Committee (a subcommittee of the Local Governing Body) and any changes recommended to the policy will be made to the Board of Directors for approval.

Governance	Chair Person / Headteacher	Signature	Date
Board of Directors	Mrs J Tye		16 th July 2015
Board of Directors	Mrs J Tye		18 th July 2016