	<p style="text-align: right;">Vanguard Learning Trust</p> <p><i>The Vanguard Learning Trust is a group of local primary and secondary schools in Hillingdon. We strive to be a Trust that serves its local community and is pioneering in its approach to broadening our students' lives. We believe in effective teaching which allows our students to shine both in and out of the classroom and that intellectual curiosity is at the core of every learning experience. Whilst schools in the Trust have their own ethos and values, they share the common aspiration that all students can achieve their potential and life is a journey of discovery.</i></p>
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Special educational needs and/or disabilities (SEND) policy

Part A: Trust-wide May 2025

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Part A: Trust-wide

1. Overview of policy

1.1 Aims

This special educational needs and disabilities (SEND) policy aims to:

- make sure that all schools in the Trust fully implement national legislation and guidance regarding students identified with SEND;
- set out how schools will:
 - support and make provision for students with special educational needs and/or disabilities;
 - provide students identified with SEND access to all aspects of school life so they can engage in the activities of the school alongside students who do not have SEND;
 - help students identified with SEND fulfil their aspirations and achieve their best;
 - help students identified with SEND become confident individuals living fulfilling lives;
 - help students identified with SEND, in secondary schools, make a successful transition into adulthood; and
 - communicate with students identified with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the student.
- explain the roles and responsibilities of everyone involved in providing for students identified with SEND;
- communicate with, and involve, students identified with SEND and their parents/carers in discussions and decisions about support and provision for the student; and
- make sure the SEND policy is understood and implemented consistently by all staff.

1.2 Structure

This policy consists of two parts, designed to promote a shared commitment across our Trust to inclusive, aspirational and equitable education for all learners, including those with SEND, while recognising and responding to the distinct contexts of our individual schools. Statutory elements are contained across both Part A and Part B. While Part A sets out the overarching principles, legal framework and Trust-wide expectations, Part B contains essential school-level information required by the SEND Code of Practice.

Specifically, Part B outlines each school's arrangements for:

- identifying and assessing students with special educational needs;
- consulting with and involving parents/carers and young people in decisions about SEND support;
- managing key transitions, including between phases of education and into adulthood;
- providing training and professional development for staff to ensure effective SEND provision; and
- overseeing the admission of disabled students and ensuring how reasonable adjustments are made to support access and inclusion.

Readers should refer to Part B for detailed information on how these statutory duties are enacted within each individual school.

2. Principles

2.1 Vision and values

At Vanguard Learning Trust, we are committed to providing an outstanding, inclusive education for all students, ensuring that every learner, regardless of their individual needs, has the opportunity to thrive and meet their full potential. Grounded in our core values of aspiration, community and equity, our SEND policy reflects our dedication to fostering an environment that supports and nurtures the unique abilities and potential of each student while recognising the resources and capacities available to us.

2.2 Inclusion and equal opportunities

All Trust schools strive to create an inclusive teaching environment that offers all students, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all students the chance to thrive and fulfil their aspirations. We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that students identified with SEND are included in all aspects of school life.

3. Trust-wide SEND entitlement offer

The Trust-wide entitlement offer for students with additional needs can best be described as a graduated response following three waves:

- **Wave one: Universal entitlement for all students**

At wave one, all students in the Trust are subject to baseline assessments. These are aimed to achieve early identification of a need. Information gathering at this stage might include observation, parental engagement and whole-cohort testing. Outcomes of this will inform next steps and a graduation to wave two for some students.

- **Wave two: Additional school-based support for some students**

At wave two, it is recognised that students might need support beyond the provision offered at wave one. This might include additional school-based diagnostic assessment and consideration of adding the student to the school's SEND register. Students may access provision at wave two without being placed on the SEND register. Such provision might include language, literacy, numeracy and social skills interventions.

- **Wave three: Additional targeted support for some students**

At wave three, students are generally on the SEND register and have a personalised plan to enable them to access the curriculum. At times this plan will be subject to the input of external professionals including but not limited to: educational psychologist, occupational therapist, speech and language therapist, local authority (LA) advisory services and other clinical services.

4. Legislation and guidance

All schools in the Trust will adhere to the statutory guidance set out in Special Educational Needs and Disability (SEND) Code of Practice ([click here](#)) as well as the following legislation:

- Part 3 of the Children and Families Act 2014 ([click here](#)), which sets out the responsibilities of schools for students identified with SEND;
- the Special Educational Needs and Disability Regulations 2014 ([click here](#)), which sets out the responsibilities for local authorities and schools with regards to education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs information report;
- the Equality Act 2010 (section 20) ([click here](#)), which sets out the duties of schools to make reasonable adjustments for students with disabilities;
- the Public Sector Equality Duty (section 149 of the Equality Act 2010) ([click here](#)), which set out the responsibilities of schools to eliminate discrimination, harassment and victimisation, and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) as well as those who do not share it;
- the academy trust governance guide, ([click here](#)) which sets out the responsibilities of trustees and governors for students identified with SEND; and
- the School Admissions Code (2021, [click here](#)), which sets out the obligation of schools to admit all students whose education, health and care (EHC) plan names the school, and its duty not to unfairly disadvantage children with a disability or with special educational needs.

This policy also complies with our funding agreement and articles of association.

5. Definitions

5.1 Special educational needs

A student has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them. They have a **learning difficulty or disability** if they have:

- a significantly greater difficulty in learning than most others of the same age, or
- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 The four areas of need

The needs of students identified with SEND are grouped into four broad areas. Students can have needs across more than one area and their needs may change over time. Interventions will be selected that are appropriate for the student's particular area(s) of need, at the relevant time.

- **Communication and interaction**

Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use social norms and expectations of communication. Students who are on the autism spectrum often have needs within this category.

- **Cognition and learning**

Students with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:

- Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia
- Moderate learning difficulties
- Severe learning difficulties
- Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

- **Social, emotional and mental health**

These needs may reflect a wide range of underlying difficulties or disorders. Students may have:

- mental health difficulties such as anxiety, depression or an eating disorder
- attention deficit disorder, attention deficit hyperactive disorder or attachment disorder
- suffered adverse childhood experiences

These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.

- **Sensory and/or physical**

Students with these needs have a disability that hinders them from accessing the educational facilities generally provided. Students may have:

- a sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment
- a physical impairment

These students may need ongoing additional support and equipment to access all the opportunities available to their peers. Children must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which they will be taught. Part B outlines the school's arrangements for the identification and assessment of students with possible SEND.

5.3 Disability

Students are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities. Many children and young people who have SEN may have a disability under the Equality Act 2010. defined as '*...a physical or mental impairment which has a long term and substantial and adverse effect on their ability to carry out normal day-to-day activities*'. This definition provides a relatively low threshold and includes more children than many people realise: 'long term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. It includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people with those conditions and those with SEN. Part B of this policy contains further information about each school's admission arrangements for disabled students and how reasonable adjustments are made to support access and inclusion. The policy takes account of the School's public sector equality duty set out in section 149 of the Equality Act 2010. The Trust believes that:

- every student has a right to develop their full potential;
- every student has a right to a broad, balanced, relevant and challenging curriculum which is appropriate to their abilities;
- diversity supports the learning of all; and
- every student should be encouraged to play a full and active part in school life.

6. Roles and responsibilities

6.1 The special educational needs and/or disabilities co-ordinator (SENCo)

Each school must have a SENCo. The name and contact details of each school's SENCo can be found in Part B of this policy. They will:

- inform any parents that their child may have SEN and then liaise with them about the student's needs and any provision made. Part B provides further information about the school's arrangements for consulting with and involving parents, carers, and young people in decisions about SEND support;
- work with the headteacher and the phase-lead inclusion governor to determine the strategic development of the SEND policy and provision in the school;
- have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students identified with SEND, including those who have EHC plans;
- provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that students identified with SEND receive appropriate support and high-quality teaching;
- advise on the graduated approach to providing universal provision including adaptive teaching, targeted provision and specialist provision appropriate for individual students;
- advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively;
- be a point of contact for external agencies, especially the LA and its support services, and work with external agencies to ensure that appropriate provision is provided;
- liaise with potential next providers of education to make sure that the student and their parents are informed about options and that a smooth transition is planned. Further information about the school's arrangements to manage key transitions, including between phases of education and into adulthood, can be found in Part B;
- ensure that, when a student moves to a different school or institution, all relevant information about a student's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner;
- work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- make sure the school keeps its records of all students identified with SEND up to date and accurate;
- advise the LA when a student needs an EHC needs assessment, or when an EHC plan needs an early review;
- work with the headteacher to monitor and identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development;
- review regularly with the headteacher and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer;
- prepare and review information for inclusion in the school's SEN information report and any updates to this policy; and
- identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

6.2 The local governing body

The local governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to the education and standards committee or an individual:

- co-operate with the LA in reviewing the provision that is available locally and developing the local offer;
- have oversight of the inclusion strategy within their respective school and across the Trust;;
- make sure that students identified with SEND engage in the activities of the school alongside students who have not been identified with SEND;
- make sure that the school has arrangements in place to support any students with medical conditions;
- provide access to a broad and balanced curriculum;
- ensure that there is a strategic approach to identifying and responding to SEND;

- ensure that all statutory reporting is available on the school's website;
- ensure that the admissions process in each school has information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans;
- make sure that there is a qualified teacher designated as SENCo for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out including reviewing the annual SEND report; and
- in secondary schools, make sure that all students from year 8 until year 13 are provided with independent careers advice.

6.3 The inclusion link governor

The name and contact details of each phase-level SEND link governor can be found in Part B of this policy.

The inclusion governor will:

- help to raise awareness of SEND issues at governing board meetings; and
- monitor the quality and effectiveness of SEND provision within the school and update the governing board on this through termly visits which will be structured by the Trust's inclusion lead.

6.4 The headteacher

The name and contact details of the headteacher can be found on the school's website. The headteacher of each school will:

- work with the SENCo and allocated SEND link governor to determine the strategic development of the SEND policy and provision within the school;
- work with the SENCo and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- have overall responsibility for, and awareness of, the provision for students identified with SEND, and their progress;
- have responsibility for monitoring the school's notional high-needs budget and any additional funding allocated by the LA to support individual students;
- make sure that the SENCo has enough time to carry out their duties;
- have an overview of the needs of the current cohort of students on the SEND register;
- monitor with the SENCo to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development. Further information about how the school will provide training and professional development for staff to ensure effective SEND provision can be found in Part B;
- review regularly and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer; and
- identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

6.5 Class teachers

Class teachers are responsible for:

- planning and providing high-quality adaptive teaching to meet the needs of students through a graduated approach;
- monitoring the progress and development of every student in their class;
- working closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching;
- working with the SENCo to review each student's progress and development, and decide on any changes to provision;
- ensuring they follow this SEND policy and the SEN information report; and
- communicating with parents through whole school processes, for example parent consultation evenings and progress reports to:
 - set clear outcomes and review progress towards them
 - discuss the activities and support that will help achieve the set outcomes
 - identify the responsibilities of the parent, the student and the school

- o listen to the parents' concerns and agree their aspirations for the student

6.6 Parents/carers

Parents/carers should inform the school if they have any concerns about their child's progress or development. Parents/carers of a student on the SEND register will always be given the opportunity to provide information and express their views about their child's additional needs and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- asked to provide information about the impact of SEN support outside school and any changes in the student's needs;
- given the opportunity to share their concerns and, with school staff, agree their aspirations for the student; and
- given an annual report on the student's progress.

The school will take into account the views of the parent/carer in any decisions made about the student. Further information about support that schools offer to parents/carers can be found in Part B. For parents/carers of children with EHC plans, they will be asked to attend the annual review as well as any interim meetings.

6.7 Students

Students will always be given the opportunity to provide information and express their views about their additional needs and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the student:

- explaining what their strengths and difficulties are;
- contributing to setting targets or outcomes;
- attending review meetings; and/or
- giving feedback on the effectiveness of interventions.

The student's views will be taken into account in making decisions that affect them, whenever possible.

7. Links to other Trust documents

Alongside this policy, each school publishes a SEN information report on its website, which sets out how this policy is implemented in the school. The information report will be updated annually and as soon as possible after any changes to the information it contains. Each school also publishes an accessibility policy on its website, which outlines further information about how the school works to remove barriers to learning and participation.

8. Links with external professional agencies

The Trust recognises that it will not be able to meet all the needs of every student. Whenever necessary the school will work with external support services such as:

- speech and language therapists
- specialist teachers or support services
- educational psychologists
- occupational therapists, speech and language therapists or physiotherapists
- general practitioners or paediatricians
- school nurses
- child and adolescent mental health services (CAMHS)
- education welfare officers
- social services

9. Raising concerns and resolving disputes

9.1 Informal concerns

Where parents/carers have concerns about the school's provision for meeting their child's additional needs, they should first raise them informally with the class teacher. School staff will try to resolve concerns and/or issues informally in the first instance. It may include arranging meetings with parents/carers and agreeing

next steps. Whilst the school's SENCo does not have to be involved in all meetings, they will be informed by class teachers and may decide to attend. It is envisaged that most concerns can be resolved at this stage.

9.2 Formal complaints

If this does not resolve their concerns, parents/carers can submit their complaint formally. Complaints will be handled in line with the Trust's complaints policy, which is available on the school's website. Formal complaints are dealt with at Stage 2 of the process and in most cases will be considered by the school's headteacher. Parents/carers will be invited to attend a meeting and will receive a written response to their complaint which may include recommendations. Should parents/carers be dissatisfied with the outcome at Stage 2, they can escalate it to Stage 3 of the process which involves a panel hearing with governors and an independent person.

9.3 Dispute resolution

In addition, the SEN Code of Practice outlines suitable avenues for concerns and disputes ([click here](#)). For students with an EHC plan, an interim review may be necessary to discuss matters formally with staff. The London Borough of Hillingdon's SENDIASS service may be able to provide support with the resolution of any disagreements and contact details can be found on their website ([click here](#)). Hillingdon offers specific mediation when a request to assess for an EHC plan is declined: further details can be found on their website ([click here](#)).

10. Monitoring, evaluation and related policies

10.1 Evaluating the effectiveness of the policy

The Trust is constantly looking for ways to improve the SEND policy. The Trust will do this by evaluating whether or not schools are meeting the objectives set out in Section 1. Schools will evaluate how effective their SEND provision is with regards to:

- all staff's awareness of students identified with SEND at the start of the autumn term;
- how early students are identified as having SEND;
- students' progress and attainment once they have been identified as having SEND;
- whether students identified with SEND feel safe, valued and included in the school community; and
- comments and feedback from students and their parents/carers.

This will all contribute to the annual SEND report for governors and an executive Trust-wide summary for trustees. Further information about how the school will evaluate the effectiveness of their SEND provision can be found in Part B.

10.2 Monitoring the policy

This policy will be reviewed **every year**: Part A will be reviewed by the Trust's inclusion lead and approved by the board of trustees, Part B will be reviewed by the SENCo and headteacher, then followed by the local governing body. The policy will also be updated when any new legislation, requirements or changes in procedure occur during the year.


10.3 Links with other policies and documents

This policy links to the following documents:

- SEN information report
- The local offer by the London Borough of Hillingdon ([click here](#))
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting students with medical conditions policy
- Attendance policy
- Safeguarding policy
- Complaints policy

Version history

First issue/revision date	Approved by	Summary of changes if not first issue
June 2025	BoT	New version of policy, adopting Part A/Part B structure. Section 3 outlines how Trust schools use a 'waves of support' approach, which is contextualised in each school's part B. Clarity provided in several areas, such as roles and responsibilities, monitoring and evaluation, and the complaints process. New section on disability. Minor language adjustments to reflect best practice.

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Special educational needs and/or disabilities (SEND) policy

Part B: Ruislip High School

March 2025

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Part B: Ruislip High School

1. Vision and values of the school

At the heart of the school's vision for students with Special Educational Needs and Disabilities (SEND) is a commitment to inclusion and equality. Ruislip High School believes that every student, regardless of their needs, deserves access to a broad and balanced curriculum that nurtures their unique strengths and abilities. The school strives to create an environment where all students can thrive, reach their full potential and participate fully in the life of their school community. The school is dedicated to ensuring that teaching and learning are tailored to meet the diverse needs of our students, providing adapted support, high-quality interventions and collaborative working with families and external agencies. By fostering an inclusive culture, the school aims to equip all students with the skills, confidence and resilience they need to succeed both academically and personally.

2. Roles and responsibilities specific to the school

Roles and responsibilities specific to the school can be found in the school's SEND information report, which is available on the school's website ([click here](#)).

3. The school's approach to SEND support

3.1 Identifying students with SEND

At Ruislip High School, high quality adaptive teaching is the first step for all students. The SEND Code of Practice 2015 ([click here](#)) is clear that 'special educational provision is underpinned by high quality teaching and compromised by anything less'. Specific resources and strategies are used where appropriate to support students on an individual basis and as part of a group. The school's curriculum takes into account a wide range of learners' needs. Planning and teaching are adapted on a daily basis to ensure impact on progress. Teachers are responsible for the deployment of teaching assistants within their classrooms. Where there is evidence to support a student's need for exam access arrangements, these are made in accordance with school policy.

3.2 Assessing the needs of students

The school will assess each student's current skills and levels of attainment when they start at Ruislip High School. This will build on information received from previous settings and key stages, where appropriate. The school will also consider any evidence that the student may have an additional need and, if so, what reasonable adjustments the school may need to make. Class teachers will regularly assess the progress of all students and identify any whose progress:

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

This may include progress in areas other than attainment, for example, wider development or social needs. When teachers identify an area where a student is not making expected progress, they will target the student's area of challenge with adapted, high-quality teaching. If further support is needed the teacher will raise the issue with the SENCo (or deputy SENCo) to have an initial discussion about whether this may be due to a special educational need. Less than expected progress will not automatically mean a student is recorded as having SEN. Potential short-term causes of impact on behaviour or performance will be considered. Staff will also take particular care in identifying and assessing needs for students whose first language is not English. A full outline of identification and support offered can be found in the school's SEND core offer and targeted offer document ([click here](#)).

3.3 Determining support

When deciding whether a student needs adapted provision, the school will start with the desired outcomes, including the expected progress and attainment, as well as the views and the wishes of the student and their parents/carers. The school will use this to determine the support that is required. Where a student is joining Ruislip High School and their previous setting has already identified that they have SEN, they are known to

external agencies, and/or they have an Education, Health and Care Plan (EHCP), the school will work with multi-agencies to ensure it has access to all relevant information before the student starts at school, so support can be put in place as early as possible. Ruislip High School follows the graduated approach outlined in the Department for Education's [SEND Code of Practice \(2015\)](#). Students are initially identified as having SEND through liaison with partner primary schools. Students may also be identified during their time at Ruislip High School either through baseline testing, staff observation or by referral from an outside agency. The graduated approach's four-part cycle of 'assess-plan-do-review' is overseen by the SENCo (Mrs Louise Ware) or deputy SENCo (Ms Madi Pennell) and in consultation with teachers, TAs, parents/carers and outside agencies where appropriate.

3.4 Consulting and involving students and parents/carers

Ruislip High School will put the student and their parents/carers at the heart of all decisions made about special educational provision. When aiming to identify whether a student needs special education provision, staff will have an early discussion with the student and their parents/carers. These conversations will make sure that:

- everyone develops a good understanding of the student's areas of strength and difficulty;
- the school takes into account any concerns the parents have;
- everyone understands the agreed outcomes sought for the child; and
- everyone is clear on what the next steps will be.

Notes of these early discussions will be added to the student's record and given to their parents/carers. The school will formally notify parents/carers if it is decided that a student will receive special educational provision. Ruislip High School works closely with parents/carers in the following ways:

- Transition meetings are held prior to the student starting at Ruislip High School.
- Parents/carers are encouraged to discuss any issues and concerns with the subject teacher, form tutor and SENCo/deputy SENCo.
- Parents/carers are informed when the school is making special education provision for their child.
- Parents/carers are notified early on if the school has any concerns.
- Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets.
- The school promotes a culture of cooperation between parents/carers, schools, local authorities and other relevant parties. This is important in enabling students with SEND to achieve their full potential.
- The school respects the differing needs of parents/carers such as a disability or communication and linguistic barriers and supports accordingly.
- The school holds an annual review for any student with an education, health and care plan (EHCP).
- The school evaluates the progress a student with SEND has made towards his/her desired outcomes as part of the annual review

3.5 Working with students

Ruislip High School works closely with students in the following ways:

- Use of the Learning Support Faculty (LSF) as a safe space for students with SEND.
- 1:1 and group mentoring, which provides vulnerable students with a trusted adult to help them solve problems.
- Interventions, homework and break/lunch clubs. This includes a morning club (that runs every morning 7:30am to 8:20am) and provides students with support to help them start their day positively.
- Peer mentoring, which involves training of older students with SEND to provide support and guidance to some of our younger cohort, overseen by LSF staff.
- The sixth form inclusion lead and Year 11 SEND prefect support younger students and raise issues related to school and SEND with LSF staff.
- Providing testing and support for access arrangements.
- Personal care support for students who require additional help.

- Working with students to ensure that they can attend all school trips, including residential trips and excursions as part of the Duke of Edinburgh Award;
- Attending borough competitions for students with SEND eg. pentathlon; adapted skiing.
- Supporting Year 11 students with complex SEND to visit college campuses and to complete their college applications.
- Gaining the views of students for meetings and annual reviews via discussions and 'All About Me' forms, to ensure their views are taken into account.
- In-class support for students with an EHCP.
- A programme of transition visits for Year 6 students with complex SEND who are due to attend Ruislip High School in Year 7.
- Providing specialist therapy programs for students with physical disabilities and speech and language needs.

3.6 A graduated approach to SEND support

Once a student has been identified as having SEND, Ruislip High School will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. **Assess:** The student's class teacher and the SENCo/deputy SENCo will carry out a clear analysis of the student's needs. The views of the student and their parents/carers will be taken into account. The school may also seek advice from external support services. The assessment will be reviewed regularly to help make sure that the support in place is matched to the student's needs. For many students, the most reliable way to identify needs is to observe the way they respond to an intervention.
2. **Plan:** In consultation with parents/carers, the student and teachers the SENCo/deputy SENCo will decide which adjustments, interventions and support will be put into place, with expected outcomes and a clear date for review. All staff who work with the student will be made aware of the student's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on the school's management information system and will be made accessible to staff in a 'SEND Passport'. Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.
3. **Do:** The student's subject teachers retain overall responsibility for their progress. Where the plan involves group or 1-to-1 intervention away from the main class or subject teacher, they still retain responsibility for the student. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo/deputy SENCo will support the teacher in further assessing the student's particular strengths and needs, and advise on how to implement support effectively.
4. **Review:** The effectiveness of the support, interventions and their impact on the student's progress will be reviewed by an agreed date. The school will evaluate the impact and quality of the support and interventions. This evaluation will be based on:
 - the views of the parents and students;
 - the level of progress the student has made towards their outcomes; and
 - the views of teaching staff who work with the student.

The teacher and the SENCo/deputy SENCo will revise the outcomes and support in light of the student's progress and development, and in consultation with the student and their parents/carers.

4. Levels of support

Information about the levels of support offered to students identified as having additional needs is outlined below. Further information can be found in the school's 'core offer and targeted offer' document ([click here](#)).

4.1 Core offer

At Ruislip High School, high quality teaching adapted for individual students is the first step in responding to students who have, or may have, SEND. The school believes, in line with the SEND Code of Practice 2015, that additional intervention and support cannot compensate for a lack of good quality teaching. The majority of students at Ruislip High School can make progress through such teaching. The school regularly and carefully reviews the quality of teaching of all students including those at risk of underachievement; this includes reviewing teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the special educational needs they most frequently encounter. Therefore, the aim of the school is to ensure that all work within the classroom is pitched within the appropriate level so that all students are able to access the curriculum according to any individual need. Ruislip High School recognises that the benefit of this type of adaptation is that all students can access a lesson and learn at their level. Student progress is regularly assessed through formative approaches that happen in the classroom and through summative assessment published in regular progress checks.

4.2 The targeted offer

A student is identified as having SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. This provision is deemed additional to or different from the core offer that is made for all students. Students have SEND if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; and/or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age at Ruislip High School.

In line with the Code of Practice 2014, SEND provision falls under four broad areas:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Students receiving SEND provision will be placed on the school's SEND register. These students have needs that can be met by the school through a graduated approach; this can be short-term or long-term. Where the student's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible. If a student is formally identified as having SEND by an external agency, with the agreement of parents/carers, they will be placed on the SEND register. The provision for these students is funded through the school's notional SEND budget. On the school's census documents, these students will be marked with the code K.

4.3 EHC plans

A school may request an education, health and care needs assessment to apply for an EHC plan when a child or young person has significant and complex needs that cannot be met through the support ordinarily available in school. This is typically considered after implementing and reviewing targeted interventions, adaptations and support over time, as outlined in the SEND Code of Practice. If progress remains limited despite these efforts, and additional specialist resources or support are required, the school will collaborate with parents/carers and other professionals to gather evidence via a 'My Support Plan' document. Parents are able to request an education, health and care needs assessment to make their own formal application for an EHCP by visiting the local authority's website ([click here](#)). In addition to parents' evenings, each student with an EHCP has an annual review meeting. All parties needed to review the student's progress against the outcomes in the EHCP are invited to this meeting to work alongside the student and their parents/carers.

4.4 Evaluating the effectiveness of SEND provision

The school evaluates the effectiveness of provision for students with SEND by:

- tracking students' progress with teachers;
- using and reviewing provision maps where required;
- carrying out the review stage of the graduated approach in every cycle of SEN support;
- using student questionnaires;
- monitoring by the SENCo/deputy SENCo;

- holding annual reviews for students with EHC plans;
- working with heads of year and attendance officers to track attendance and behaviour data for students with SEND;
- working collaboratively with curriculum leaders to track the progress of students with SEND within specific subjects areas;
- getting feedback from the student and their parents/carers;
- taking advice and support from specialists working in our school; and
- taking part in the Trust-wide SEND review cycle.

5. Expertise and training of staff

5.1 The school's approach

Training will regularly be provided to teaching and support staff. The headteacher, SENCo and deputy SENCo will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development. The school will work closely with outside agencies and other specialist bodies to deliver training, eg. CASS deliver whole staff training on autism, ADHD and how to support needs in the classroom.

5.2 The SEND register

The SEND register helps the school monitor the students with needs who require provision that is additional to, and different from, the provision offered to all students at Ruislip High School. Examples of additional provision might include seating a student with attention deficit hyperactivity disorder (ADHD) towards the front of the class to help them maintain their focus, having a SEND passport so that teachers have access to specific strategies to support in class, or a student may be referred to external agencies such as Child and Adolescent Mental Health Services (CAMHS), Occupational Therapy or Speech and Language Therapy. Students achieving below expected progress or having low attainment will not automatically mean that they will be recorded as having SEND. Students may continue receiving school-based support and interventions without being on the SEND register. Ruislip High School recognises that English as an additional language is not a special educational need or disability. A student will have one or more of the following specific, potential barriers to learning and/or identified complex needs to be on the SEND register:

- They will be working at a pre key stage level, or two years below, in their year group with no justifiable factors or significant progress being made (new to the country with English as an Additional Language is an example of a justifiable factor).
- They have a diagnosed condition/disorder which could potentially be a barrier to social, emotional or academic attainment and progress.
- They have a long term, complex need, diagnosed by an educational or medical specialist.
- They have an education, health and care plan (EHCP).
- They have significant social, emotional and mental health (SEMH) needs which impact areas such as access to the curriculum, attendance and to the learning environment.
- They have provision that is additional to and different from the school's core provision.

6. Admission and accessibility arrangements

The school's admissions policy can be found on the school's website ([click here](#)). The school's accessibility plan can also be found on the school's website ([click here](#)).

7. Monitoring and evaluation

Ruislip High School is constantly looking for ways to improve its SEND policy. This will be done by evaluating whether or not the school is meeting the objectives set out in section 1. All schools in the Trust will evaluate how effective their SEND provision is with regards to:

- the awareness of all members of staff with regards to students with SEND at the start of the autumn term;
- how early students are identified as having SEND;
- students' progress and attainment once they have been identified as having SEND;
- whether students with SEND feel safe, valued and included in the school community; and

- comments and feedback from students and their parents/carers.

Approval/revision history

Date	By	Summary of changes made
March 2025	LGB	New version of policy, adopting part A/part B structure. Part A outlines how Trust schools use a 'waves of support' approach, which is contextualised in each school's part B. Clarity provided in several areas, such as roles and responsibilities, monitoring and evaluation, as well as the complaints process. Minor language adjustments compared to previous iterations of the policy to reflect best practice.