



Special Educational Needs and Disability (SEND) Provision

September 2020

Approved by Local Governing Body

Chair of Governors: Eddie Lavery

Date: 15th October 2020

Review date: September 2023

Special Educational Needs and Disability (SEND) provision

Introduction

This policy is in keeping with the school's aims, its teaching and learning policy and its policy on equality of opportunity. The school is committed to a policy of inclusion; one in which the teaching, learning, achievements, attitudes and well-being of all students matter – including those identified as having special educational needs. The culture, practice, management and deployment of the school's resources are designed to ensure all students' needs are met.

The Governing Body believes that all students, regardless of ability and behaviour, are valued equally at Ruislip High School. Special Educational Needs and Disability (SEND) students' needs are recognised and met through a varied and flexible curriculum provision.

The school has high expectations of all students and progress is rigorously tracked. Success is celebrated so that students become confident learners who are able to participate fully in the life of the school as well as in the wider community.

Students with every type of SEND are fully integrated into the life of the school and all students contribute to the social and cultural activities of the school. Every effort is made to ensure that every student makes outstanding progress and is well prepared for adulthood.

Ruislip High School's Approach to Special Educational Needs

This policy has been written with regard to the *2015 SEN Code of Practice: 0 to 25 years*, the *Equality Act 2010* and the *Children and Families Act 2014*. At Ruislip High School, a special educational need is defined in accordance with the *2015 SEN Code of Practice*:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person 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, or
- has 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'

At Ruislip High School, all students are entitled to access the full school curriculum with reasonable adjustments being made where necessary. All students are entitled to take part in every aspect of school life, unless there is a specified modification or disapplication outlined in an individual student's Education and Health Care Plan (EHCP).

Responsibilities and Resources

The Special Education Needs Co-ordinator (SENCO), Louise Ware, in collaboration with the Headteacher and Governing Body, takes responsibility for the operation of the SEND policy and the strategic co-ordination of SEND provision, provides training to all staff and oversees the Learning Support Faculty (LSF). The SENCO provides a termly report to governors that analyses the progress of students with SEN and the impact of interventions. The SENCO meets regularly with the SEND governor.

The Headteacher, Gareth Davies, has responsibility for the day-to-day management of all aspects of the school's work, including provision for students with SEND.

The Governing Body works closely with the Headteacher and SENCO to ensure the school fulfils its legal duties in regards to SEND provision.

Delegated funding for students with EHCPs is primarily used to fund staff who work directly to support these students. Other funding is allocated to support the needs of students where required. Additional school funds support the management of SEND provision by purchasing resources and training staff to meet the changing needs of students at Ruislip High School.

Curriculum Entitlement

All students are entitled to a broad, balanced and relevantly differentiated curriculum. Student progress is monitored using a range of assessments and all information gained is used to support planning in order to aid progress. Students may receive additional support in class by a teacher or teaching assistant (TA), withdrawal from class for individual or small group work, additional pastoral or medical support, use of specialist equipment, and/or support from outside agencies.

Identification, assessment and review

Admissions

The school welcomes all students and endeavours to ensure that appropriate provision is made to cater for the needs of all students. All students with SEND play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary, parents/guardians are always informed.

Identifying Students with Special Educational Needs

The school follows the *2015 SEND Code of Practice* graduated approach. 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 staff observation or by referral from an outside agency. The graduated approach's four-part cycle of

assess-plan-do-review is followed, overseen by the SENCO and in consultation with teachers, TAs, parents/guardians and outside agencies where appropriate. Students who do not make expected progress on the basis of accumulated evidence are placed on the SEND register. Parents/guardians are consulted before this decision is made. The register is a fluid document and is regularly reviewed.

Support for Students

At Ruislip High School, high quality differentiated teaching is the first step for all students. The *SEND Code of Practice 2015* 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 modified on a daily basis to ensure impact on progress. Teachers are responsible for the deployment of TAs 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.

Students with SEND support

Student progress is monitored termly by the SENCO. Where the data shows that learners with SEND are not making progress towards their targets, the SENCO will work with relevant colleagues to improve provision. If, following the graduated approach of assess-plan-do-review, there are still concerns about a student's progress, further assessments may be conducted and the school may seek external advice from a specialist. If a student is either not making expected progress or achieving at a considerably lower level than is within the national expectations for their age, a decision may be made to request formal assessment for an EHCP. An application can only be made following numerous cycles of the assess-plan-do-review graduated approach.

Students with an EHCP

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.

Student Participation

The school encourages all students, including those with SEND, to make decisions about their education. All students are expected to reflect on, and evaluate, their own learning and discuss their needs with a member of staff.

Students participate, where possible, in all the decision-making processes, including setting targets, discussing their choices, assessment of needs and in the review procedures.

Transfer Arrangements

Staff visit local primary schools to liaise with other SENCOs, class teachers and new students and, where possible, attend annual review meetings for students with EHCPs.

For students leaving Ruislip High School, the school has procedures in place to ensure that transfer arrangements take place with ease. The school encourages liaison between staff and ensures records contribute to the future planning for the benefit of the students.

Parents/guardians

The school works closely with parents/guardians in the following ways:

- Individual transition meetings are held prior to the student starting at Ruislip High School;
- Parents/guardians are encouraged to discuss any issues and concerns with the subject teacher, form tutor and SENCo;
- Parents/guardians are informed when the school is making special education provision for their child;
- Parents/guardians are notified early on if the school has any concerns and there is always a willingness to listen to issues brought forward for discussion;
- Parents/guardians are invited to review meetings to discuss progress and to be involved in setting targets;
- The school promotes a culture of co-operation between parents/guardians, 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/guardians such as a disability or communication and linguistic barriers and supports accordingly;
- The school holds an annual review for any student with an EHCP;
- The school evaluates the progress a child with SEND has made towards his/her desired outcomes as part of the annual review.

External Agency Support

Multi-disciplinary/inter-agency co-operation is in place to ensure provision meets the needs of students with SEND. The school has close links with other secondary schools, special schools, voluntary organisations, health and social service departments, and the local authority. Where appropriate, the school may work with a counsellor, educational psychologist, occupational therapist, speech and language therapist, physiotherapist, the visual impairment team or the hearing impairment team.

Procedures for Concerns

If there are any concerns regarding the provision for a student the school encourages parents to approach the SENCO in the first instance who will endeavour to resolve any issues with the relevant members of staff.