

RAINHAM MARK GRAMMAR SCHOOL POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Leadership Group Responsibility:	SENDCo
Type of Policy:	Statutory
Reviewed:	March 2022

INTRODUCTION

The School's Policy and Implementation of SEN and Disability has regard to the '**Special Educational Needs and Disability Code of Practice: 0 – 25 years**' (January 2015)', '**Medway's Children's and Young People's Plan**' (2009), the '**Children and Families Act**' (2014) and to the '**Equality Act**' (2010).

At our school, we are committed to offering an inclusive curriculum to secure the best possible progress for all pupils whatever their needs or abilities. This policy is intended to address students with special educational needs (SEND) and students who have disabilities.

BASIC INFORMATION ABOUT OUR SEND PROVISION

The Code of Practice states:

- A child or young person has SEND 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 or mainstream post-16 institutions

IDENTIFICATION OF STUDENTS WITH SEND

Our school is committed to early identification of SEND and adopts a focused response to meeting special needs in line with the code of practice. It is based on the assumption that students' SEND requirements fall into the following four broad areas:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health.
- Sensory and physical difficulties.

A range of evidence is collated through teacher assessment and monitoring and consultation with the SENDCo and/or Inclusion Manager, to decide whether additional and/or different provision is necessary or if an EHC assessment is needed.

Students with SEND will be identified and assessed according to the flow chart in Appendix 1. Broadly this is based on one of two routes:

1. Via the information provided from the primary school during the Year 6 – Year 7 transition process or through the casual admissions process.
2. Via concerns raised by parents/carers or teaching staff.

ASSESSMENT OF SPECIAL EDUCATIONAL NEEDS

Children's needs are identified from a range of discussions including:

- Information arising from the child's primary school experience
- Baseline assessments showing what they know, understand and can do, as well as identifying learning difficulties.
- Formative Assessment.
- Information from parents.
- Information and assessments from other agencies and previously attended schools.
- Standardised assessments (NFER)
- Progress against Early Learning Goals and Assessment Levels.
- Ongoing observation and formative assessment.
- Teacher and/or parent concerns reported to Teacher/Inclusion Manager/SENDCO and tracked within school on the cause for Concern form.
- Consideration of SEND of pupils at In School Review. (ISR)

Intervention is provided at SEND Support and targets are set as part of the Provision Mapping process and linked to EHCP targets, where appropriate cognitive targets have been provided.

Intervention Tracking is a part of the Graduated Approach (Assess, Plan, Do, Review)

The school records and tracks the provision for any child receiving extra help, using the Inclusion Profile and Pupil Progress Meetings occur on a regular, triannual basis and this is referred to as the 'Graduated Approach' and this draws upon frequent reviews in successive cycles to match interventions to the needs of the pupil. Following the Pupil Progress Meeting the teacher assesses the pupil's needs, plans and implements interventions throughout the term and carries out reviews to enable updated plans to be put in place for the following term's support. Impact is monitored.

Children with an Education Health and Care Plan, or who are on the SEND register at the SEND Support level would have their support interventions identified and tracked within the Inclusion Profile. Children entitled to the Pupil Premium, or those who have English as an Additional Language may require additional help, or other specific needs will also have their interventions recorded within the Inclusion Profile. EAL is not a Special Educational Needs in itself.

Most children's needs are addressed by the Inclusion Profile, but where progress is not made as expected at the review stage, or where a higher level of intervention needs to take place, the pupil may be identified as needing an additional School Based Plan. A School Based Plan; this plan is only used where an Education Health and Care Plan is not already in place, and can stand alone. If in the future it is decided that an application for statutory assessment is then required then the school-based plan can form part of the application.

Students identified as SEND will be added to the school's inclusion profile and categorised as SEND Support.

The following categories** exist on the school's Inclusion Profile:

- *Cause for concern*: Students who are under investigation/assessment for a SEND
- *EHCP**: Students with an Educational Health and Care Plan
- *Exam Action*: Students who receive formalised dispensation in external examinations. This may include rest breaks, extra time, ear-plugs, small room, large font scripts, non-white scripts, word processors or scribes.

- *Medical*: Students with a formal medical diagnosis
- *SEND Support**: Students with an identified special educational need

*Students categorised as EHCP or SEND Support form our formal SEND Register.

**Students may be fall into multiple categories.

The Inclusion Profile also lists students who are in receipt of the Pupil Premium Grant, those who are young carers and EAL.

IN SCHOOL REVIEW (ISR)

The triannual ISR identifies pupils' barriers to learning. The needs of the children are determined, provision and specific resources are agreed and pupil's needs are reviewed. In addition to the attendance of the Inclusion Manager and / or SENDCo, other professionals are invited and might include the Educational Psychologist or the School Nurse. Parents are notified in advance that their child is going to be discussed and the views of both the student and parent is sought. The outcome of the ISR is shared with parents; they are notified and the Inclusion Profile is amended if required. When a child's needs are unable to be fully met through SEND Support, the ISR considers a referral to outside agencies, including health, education and social care, to commence formal assessment procedures and initiate family support. The Inclusion Manager / SENDCo completes a referral form, with parents, including supporting evidence.

FORMAL ASSESSMENT PROCEDURE

If a child is not making progress and is on the SEND Support register, a discussion may take place at the ISR. For very high levels of specialised support, it may be appropriate to produce a School Based Plan where previous interventions have not been successful in moving the child on in their learning, 'closing the gap'. This plan may be used to help support a request for statutory assessment for an Education, Health and Care Plan if reasonable adjustments through SEND support are not meeting the student's needs. Parents or School can request statutory assessment for a child, both parties will be expected to contribute to the process. The assessment and decision-making process is made by the Local Authority. If statutory assessment is declined, parents have the right of appeal via a mediation process and then tribunal if required.

ANNUAL REVIEWS

Guidance is in accordance with the Code of Practice. Children with EHCPs have a review, annually, via a Person-Centred Annual Review (PCAR) meeting. Parents and child are invited to the Annual Review in addition to the professionals involved in meeting a child's needs, and contributions will be included in the Annual Review. Class Teachers and LSAs provide a report on progress, focusing on pupil progress linked to individual targets and outcomes set out in the child's last PCAR. The child's and parent's contributions to the process are essential and feedback forms are provided to both for completion prior to the PCAR meeting. The SENDCo / Inclusion Manager will complete the PCAR record and send to the LA within ten working days of the meeting.

Removal of a student from the SEND Register

Following the review process a student may be removed from the formal SEND Register, if specific SEND support is no longer required. The decision to remove a student from the SEND Register is made by the SENDCo in consultation with the student and parents. Where a student is removed from the SEND Register, they will remain on the Inclusion Profile and their SEND status changed to "N" in SIMS to show that they once had SEND support. All students removed from the SEND Register will continue to be monitored for the remainder of their time at RMGS and may be added back should the need arise.

Evaluating the effectiveness of SEND Provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupil's individual progress towards their goals each term
- Reviewing the impact of interventions after 6-8 weeks and which form part of the discussion for milestones and progress meetings
- Monitoring by the SENDCo
- Holding annual reviews for pupils with an EHCP

RECORDS

A copy of the SEND register is available via the secure shared drive and MS Teams. The Inclusion Manager / SENDCO liaise with Middle and Senior Leaders for the development of appropriate interventions.

Copies of external Agencies' Reports (Hearing, Visual, Speech and Language Therapy reports) will be kept in SIMS.

The Inclusion Manager / SENDCO keep a copy of all EHCPs and Annual Reviews; electronic copies are also stored.

Where relevant, LSAs (Learning Support Assistants) will retain reports in their EHCP folders as part of their individualised support for their named child.

ROLES AND RESPONSIBILITIES.

GOVERNING BODY

- Monitors the SEND Policy.
- Ensures SEND provision is an integral part of the School Improvement Plan.
- Has regard to the Code of Practice when carrying out its duties toward all pupils with barriers to learning.
- SEND Governor(s) is/are knowledgeable about the school's SEND provision, including how funding, equipment and resources are deployed.
- The SEND Link Governor will report annually on the effectiveness of the provision.

A member of the governing body is assigned to take a special interest in SEND.

SEND LEADERSHIP

The SENDCo, in conjunction with the Inclusion Manager, is responsible for the day to day management of SEND. This is overseen by the Deputy Head (Pastoral).

Inclusion Manager: Claire Else

SENDCo: Andy Smith

Deputy Head (Pastoral): Emma Horstrup

The SENDCo is responsible for the implementation of the Inclusion and Special Educational Needs Policies by:

- The promotion of inclusive practices and of positive attitudes to disability
- Maintaining and updating SEND Register
- Liaising with teaching staff, support staff and parents
- Supporting teaching staff regarding Provision Mapping
- Monitoring and reviewing Provision Maps and EHCPs.

- Liaising with outside Agencies, Speech Therapists, Physiotherapist, Educational Psychologist
- Managing In School Reviews (ISR)
- Managing Multi Disciplinary Review meeting.
- The purchase and maintenance of equipment and resources to meet the individual needs of the pupils and to support teaching and learning
- Delivering INSET
- Managing the effective deployment of LSA's and relevant training for staff
- Line management of LSAs (Learning Support Assistants) and Inclusion Manager
- Formulation of School Based Plans (SBP)
- Application of EHCPs
- Applying for additional funding from the Local Authority

Class Teachers

Class Teachers have responsibility for medium and short-term curriculum planning to meet the individual needs of the children within the class.

- Identifying and raising concerns with the Inclusion Manager / SENDCo using assessment procedures as part of their responsibility for identification of possible SEND.
- Monitoring progress and gathering evidence of barriers to learning.
- Setting and reviewing targets in Provision Maps supported by the Inclusion Manager / SENDCo.
- Implementing targets and strategies included in the Provision Map and planning for all interventions that are provided within the school, not by professional outside agencies.
- Working in collaboration and liaising with teaching assistants in executing programmes and targets included in the Provision Map.
- Informing parents about pupils' barriers to learning and strategies to be used at parents' evenings.

Support Staff

Learning Support Assistants (LSAs) have responsibility for delivering:

- In-class learning support assistance.
- Mentoring to individual students.
- Maths and English interventions.
- Speech and language interventions.
- ELSA interventions.
- Homework interventions via the school's homework club.
- Liaising with parents.

Outside Agencies

The school has access to the following agencies that may provide support for pupils' individual needs within school:

- Advisory Teacher for children with physical disabilities
- Educational Psychology
- Behaviour Support Service – part of Bradfields (September 2017)
- Education Welfare Service
- Child Community Health including NELFT
- Speech therapy
- Physiotherapy
- Community Nurse via MCH
- Social Services
- Occupational therapy

- Counsellor
- Teachers for Hearing Impaired/Visually Impaired
- 0-25 Disability Team
- Autistic Outreach teams - Marlborough Outreach/ Bradfields specialist Provision
- SSG (Medway Council)
- SENDIAS Family Action (Medway Based)
- Early Help Team
- Medway Parent and Carers Forum

PARENTAL INVOLVEMENT

The school has a commitment to working with parents/carers and they are involved in discussion regarding the following:

1. Relevant background to barriers to learning
2. The content of Provision Maps
3. Level of support and the staff delivering the support e.g. in class, small groups
4. Ways in which they can help their child in targeted areas:
 - Parents are kept informed of their child's level of special educational need.
 - Parents are invited to contact school and speak with the class teacher or Inclusion Manager / SENDCo to discuss their child's special educational needs should there be any concerns.
 - Involvement of and referrals to outside Agencies will only occur after discussions with parents.
 - Parents of children with EHCPs will receive an invite to attend Annual Review meetings.
 - The Inclusion Manager / SENDCo is involved in discussion with parents/carers about secondary transfer procedures and complies with LA directives with regards to the secondary transfer for pupils with Education, Health and care Plans.
 - The school is required to publish its SEND Information which can be found on Rainham Mark Grammar School's website. This document is reviewed regularly and renewed annually.

RESOURCES

The resources for accommodation of individual differences will be in the curricular resources of the school.

Staff make and adapt materials as appropriate.

We endeavour to maintain the level of special equipment

Resources are kept in individual classrooms.

Literacy and Numeracy SEND resources, together with small, additional equipment are kept centrally in the SEND Department.

Links with other policies

This policy should be read in conjunction with the following policies:

- Behaviour Policy
- Single Equality Policy
- Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Mental Health and Wellbeing Policy

Additional information related to the Local Authority's SEND Local Offer can be found via the council website or using the following link

<https://www.medway.gov.uk/info/200307/local-offer>

POLICY REVIEW

The Policy will be reviewed within the school's cycle of policy review.

APPENDIX 1. SEND Identification Process Flow Chart

