

Policy Statements and Procedures

SPECIAL EDUCATIONAL NEED AND DISABILITY (SEND) and INCLUSION POLICY

INTRODUCTION

Please note that for the purpose of this policy and procedure all educational establishments within The Rosedale Hewens Academy Trust (the Trust) are referred to as 'schools' and all children are referred to as 'pupils'.

The Rosedale Hewens Academy Trust (the Trust) is committed to providing an excellent educational experience for all its pupils. We believe that all pupils should have equal access to the curriculum and be treated justly in terms of their learning. Special provision will be made for those with additional learning needs. We acknowledge that for many pupils, this may include a special educational need or disability, which has been diagnosed as requiring additional support.

We recognise that there are a plethora of cognitive, communicative, sensory, social and emotional factors that may impact a child's experience of and progress at school. However, we also recognise the negative impact that labels can have on a child's self-image, and thus believe they should be used extremely carefully. What is certain about our role is that we must help all pupils make the required progress to thrive in school and beyond; where children are behind, this means providing rigorous intervention to help them catch up. Our SEND philosophy, therefore, is one that emphasises narrowing the attainment gap between pupils with SEND and other pupils.

We are also very aware that parents, guardians and carers have a vital role to play and that there is a need to establish strong home/school links and communication systems that can be utilised whenever there are concerns about special provisions for learning.

This policy has been written with reference to the following documents and associated regulations:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (September 2014 updated May 2015)
- Schools SEN Information Report Regulations (2014)
- The Children and Families Act 2014
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Stage 1 and 2 framework document Sept 2013
- Child Protection and Safeguarding Policy
- School and College Accessibility Plans
- Teachers Standard 2012 (Updated June 2013)
- Hillingdon Local Authority Offer

The Lead SEND Officer for the Trust Colleges is Karl Lawrence klawrence@trhat.org

The Lead SEND Officer for the Trust Primary Schools is Patricia Soyemi psoyemi@trhat.org

The Lead SEND Officers, have a responsibility to provide additional support where needed beyond that offered in the classroom as well as strategic and logistical support to teachers in meeting the needs of pupils with SEND.

Pupils may have special educational needs at any time during their school experience. This policy ensures that the curriculum planning and assessment for pupils with special educational needs takes account of the type and extent of the difficulty experienced by the pupil.

High quality teaching is that which is differentiated to meet the needs of the majority of pupils. Some pupils will need something **additional to** and **different from** what is provided for the majority of pupils; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

Section 21 of the Children and Families Act 2014:

A child has learning difficulties if he or she:

- *Has a significantly greater difficulty in learning than the majority of children of the same age.*
- *Has a disability, which prevents or hinders him or her from making use of educational facilities of a kind provided for children of the same age in other schools within the Local Authority.*

For the purposes of this policy, a child is deemed to have special educational learning needs if he or she:

- Has significantly greater difficulty in learning than the majority of pupils of the same age.
- Has a disability, which either prevents or hinders him or her from making use of the educational facilities of the kind usually provided for pupils of the same age.

Disabled Pupils: Many children and young people who have special educational needs, may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

The primary purpose of this policy is to ensure that:

- The needs of children with SEND are identified early through rigorous assessment so that appropriate provision is put in place to meet their individual needs.
- Children with SEND receive their full entitlement to a broad and balanced curriculum and appropriate inclusion in all school activities.
- Children with SEND are valued equally along with all other pupils and will be enabled and encouraged to develop their potential to the full.

Inclusion

Our SEND policy reinforces the need for teaching that is fully inclusive. The Academy Board will ensure that appropriate provision will be made for all pupils with SEND.

Defining Inclusion and the Legal Framework

Inclusion is a practice whereby all pupils attend mainstream classes, with classroom practice adapted to suit individual needs. Through a 'graduated approach of Assess, Plan, Do, Review... all teachers are teachers of SEND.' Schools 'must':

- *use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's SEND*
- *ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND*

POLICY OBJECTIVES

The Trust aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, the Trust aims:

- To ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a challenging, relevant and differentiated curriculum that demonstrates progression in learning.
- To ensure all staff share a responsibility for SEND.
- To recognise and respond to the changing needs of pupils.
- To implement an approach to the early identification and assessment of pupils with special educational needs.
- To provide support and advice for all staff working with pupils who have special educational needs.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To involve pupils and their parents, guardians or carers in developing a partnership of support, enabling them full confidence in the strategy as adopted by The Trust.
- To ensure that pupils receive the provision set out in their Education Health and Care Plan.
- To enable every pupil to experience success.
- To promote individual confidence and a positive attitude.
- Give pupils with SEND equal opportunities to take part in all aspects of their respective school or college provision, as far as is reasonable and appropriate.
- To ensure that pupils with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them.
- Ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

To meet these objectives we intend to:

- Demonstrate that meeting the needs of pupils' learning and/or behaviour is part of high quality education.
- Employ a variety of strategies, including differentiation and support both in and outside of classes for pupils with special educational needs.
- Promote links with outside agencies and parents, guardians and carers.

- Deliver relevant CPD, which will foster a greater understanding of the needs of pupils and equip staff with a variety of tools and strategies for use in the classroom.
- To carefully map and monitor provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To work within the guidance provided in the SEND Code of Practice 2014 (updated May 2015) and regularly review the policy and practical arrangements to achieve best value.

PRINCIPLES

The Rosedale Hewens Academy Trust believes that all pupils have a right to a full educational entitlement through a broad, balanced and rich curriculum. This will help to develop each pupil's individual pride in themselves and their school. This will result in mutual support and co-operation with the wider school community.

In particular, The Rosedale Hewens Academy Trust:

- Expects parents, guardians and carers to provide effective communication between home and their child's school with regard to their child's needs.
- Expects parents, guardians and carers to attend all appropriate SEND meetings.
- Expects parents, guardians and carers to work closely with the Trust's Lead SEND Officers.
- Expects parents, guardians and carers to engage with external agencies to ensure the best outcomes for their child.
- Will enable every pupil to experience success.
- Will promote individual confidence and a positive attitude.
- Will identify, assess, record and regularly review pupils' progress and needs.
- Will involve parents, guardians and carers in planning and supporting at all stages of their child's development.
- Will work collaboratively with parents, guardians and other professionals and support services.
- Will ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

PROCEDURE

Admissions Arrangements

- The Academy Board believes that the admissions criteria should not discriminate against pupils with SEND.
- Pupils are admitted to schools within The Rosedale Hewens Academy Trust according to the chosen school's Admission Criteria.
- All staff will ensure that pupils with SEND admitted to a school within The Rosedale Hewens Academy Trust will join in the activities of the school, together with other pupils, as far as possible.

Lead SEND Officers

The Lead SEND Officers have responsibility for the day-to-day operation of The Rosedale Hewens Academy Trust SEND Policy for both secondary and Primary Phase educational establishments within the Trust. The

Lead SEND Officers also coordinate the provision for pupils with SEND.

The Lead SEND Officers work closely with the Principal or Head teacher of each educational establishment and all teaching and non-teaching staff to make them fully aware of the Trust's SEND policy and the Trust's procedures for identifying, assessing and making provision for pupils with SEND. The Lead SEND Officers ensure that there is a focus on early identification and a graduated approach to support for pupils with SEND.

Steps taken include:

- Screening and Assessments – CATS, NGRT, Language Link, Raise Concern forms and teacher assessments.
- Individual Education Plans, Support Plans – targeting specific areas of need produced by class teacher, Lead SEND Officers, parent, guardians, carers and pupil.

Next steps include:

- Seek advice from external agencies, for example: Educational Psychologist, Speech and Language Therapist, Occupational Therapist.
- TAC – Team Around the Child (see Trust Local Offer)
- Education, Health and Care Plan (EHCP) application
- Statutory Assessment with Local Authority (see Trust Local Offer and Hillingdon Local Offer)

We believe that early identification and appropriate intervention improve the prospects of pupils with additional learning and special educational needs. Liaison between class teachers, parents, guardians, carers, the Lead SEND Officers and external agencies is vitally important to ensure prompt and appropriate action. If a child starting at a school within the Trust has already been identified as having SEND, the Principal or Head teacher, and Lead SEND Officer, will use the information provided from the previous educational establishment to provide appropriate support and curriculum for the pupil.

Identifying and Assessing Pupils with SEND

The SEND Code of Practice 2014 (amended May 2015) does not assume that there are hard and fast categories of SEND. It recognises that children's needs and requirements fall into four broad areas:

- Cognition and Learning (CL)
- Speech, Language and Communication (SLC)
- Social, Emotional and Mental Health (SEMH)
- Physical Disability (PD)

In line with the SEND Code of Practice, we accept that pupils within the schools of The Rosedale Hewens Academy Trust may have needs that are a combination of all the above.

We have a clear approach to identifying and responding to additional SEND. All teachers are responsible for understanding existing SEND of individual pupils but also identifying those with additional SEND and, in collaboration with the Lead SEND Officer, will ensure that those pupils requiring different or additional support are identified at an early stage.

Pupil's attainment is assessed on entry to a school or college within The Trust in order to provide a baseline

assessment and to ensure continuity of learning. This may identify pupils who require additional class based interventions and/or further assessment. We also gather information from the previous school and other professionals already involved if relevant.

Each school gathers information regularly about every child's progress, alongside national data and expectations of progress. Academic data is updated half-termly and shared with pupils and their parents, guardians or carers. Progress is the crucial factor in determining the need for additional support. Less than expected progress might:

- Be significantly slower than that of their peers starting from the same baseline.
- Failure to match or better the pupils' previous rate of progress.
- Failure to close the attainment gap between the pupil and their peers.
- Widen the attainment gap.

Pupils may also be identified via pastoral and academic meetings where attendance and behaviour data are considered. Where teachers decide that a pupil is making less than expected progress despite verified high quality, differentiated teaching, they will consult parents, guardians or carers and carry out further class based assessments. A period of additional class based interventions will then follow.

Managing Pupils with SEND

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- Pupils with a disability will be provided with reasonable adjustments to overcome any disadvantage experienced in school and increase their access to the taught curriculum.
- The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:
 - Lesson Observations by members of the Senior Leadership Team or external verifiers.
 - Ongoing assessment of progress made by pupils with SEND.
 - Work sampling and scrutiny of planning to ensure effective matching of work to pupil need.
 - Teacher meetings with the Lead SEND Officer to provide advice and guidance on meeting the needs of pupils with SEND.
 - Pupil and parent, guardian or carer feedback on the quality and effectiveness of interventions provided.
 - Attendance and behaviour records.

Action relating to SEND support will follow an **Assess, Plan, Do and Review** model:

Assess: Data is gathered through early assessments including CATS, termly assessments and additional screening. This will be collated by a member of the Senior Leadership Team in order to make an accurate assessment of the pupil's needs. Parents, guardians or carers will always be invited to discuss progress to support the identification of action through further planning to improve outcomes.

Plan: For pupils with an identified special educational need or disability or those who require "additional to and different from" the usual curriculum will require a more creative, appropriately differentiated, multi-sensory learning environment. They may also require additional support and appropriate evidence-based interventions. These are identified, planned for, recorded and implemented by the class teacher with

support from parents, guardians or carers and appropriate member of the Senior Leadership Team, with advice from the Lead SEND Officer. The aim of the plan is to be outcome focused.

Do: This will be dependent on planning and will take the form of a graduated approach through further differentiation in class, additional in class support, small group withdrawal or 1:1 intervention. SEND support will be recorded on a plan that will identify a clear set of expected outcomes in order to track how the child is responding to support. It will take into account parents', guardians' and carers' aspirations for their child. Parents, guardians or carers and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

Review: Progress towards these outcomes will be tracked and reviewed half-termly with the parents, guardians or carers and the pupil.

If, despite intervention, the pupil continues to make less than expected progress, with parental agreement, the school will draw on more specialised assessments from external agencies and professionals. The Trust expect pupils and their parents, guardians or carers to participate as fully as possible in the assessment, planning and reviewing process.

For a very small percentage of pupils, whose needs are significant and complex and where the SEND support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP), being provided.

Access Arrangements

In order to enable equal access to national tests, access arrangements may be applied for where this has been the pupils' normal way of working. Access arrangements can be for one or more of the following:

- Extra time up to 25%
- A reader
- A scribe
- Visually altered papers

Tracking Outcomes and Progress

All pupils with additional SEND will have a student passport/ Individual Education Plan and/or a provision map, which outlines and monitors all additional interventions. These enable the school to:

- Plan strategically to meet pupils' identified needs and track their provision.
- Audit how well provision matches need.
- Recognise gaps in provision.
- Highlight repetitive or ineffective use of resources.
- Cost provision effectively.
- Demonstrate accountability for financial efficiency.
- Demonstrate to all staff how support is deployed.
- Inform parents, guardians or carers, Local Authority, external agencies and Ofsted about resource deployment.

- Focus attention on whole-school issues of teaching and learning as well as individual needs, providing an important tool for self-evaluation.

Pupils with Medical Needs

- Pupils with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with the parents, guardians or carers and if appropriate, the NHS school nurse.
- Staff, who volunteer to administer and supervise medications, will complete formal training and be verified as being competent.
- All medicine administration procedures adhere to The Trust's Administration of Medicines and Supporting Pupils with Medical Needs Policy and Department for Education (DfE) guidelines.

Supporting Pupils and Families

Partnership with parents, guardians and carers plays a key role in enabling pupils with SEND to achieve their potential. The Rosedale Hewens Academy Trust recognises that parents hold key information about their child's needs and how best we can support them. All parents, guardians and carers of pupils with special educational needs and disabilities will be treated as partners and encouraged to take an active role in their child's education. We also recognise that the pupils themselves may understand their own needs and we will support them to give their views about their education and how we can help them achieve these outcomes. They will be encouraged to participate in decision-making processes and contribute to the assessment of their needs through reviews.

Complaints

If a pupil, parent, guardian or carer is unhappy with any aspect of SEND provision they should discuss the problem with their child's form tutor in the first instance. Anyone who feels unable to talk to their child's form tutor, or who is not satisfied with the form tutor's comments, should speak to a member of the Senior Leadership Team and then the Lead SEND Officer.

In the event of a formal complaint parents, guardians or carers should follow the formal complaints procedure of the school.

Additional Educational Needs

Provision for Pupils with English as an Additional Language (EAL)

EAL is not considered a Special Educational Need, rather an additional educational need. However, those who are receiving either EAL classes at beginner level, or academic language classes to promote the development of curriculum focused language skills at a more moderate level of proficiency are included on our Inclusion Register, and teachers offered support in how to provide differentiated support during lessons.

Likewise, those who have underlying SEND that impacts on the speed at which they develop English skills and / or their progress across the curriculum are included on the Inclusion Register. If a pupil is suspected of having an underlying SEND a first language assessment is sought, in the first instance.

Equality of access to the curriculum for all pupils, including those for whom English is an Additional Language, is ensured by a learning environment that encompasses a varied range of teaching and learning strategies, multicultural and multilingual resources and displays, and whole school celebrations that embrace a wide range of world cultural events.

All pupils have full and equal access to the curriculum, whatever their religion, ethnicity, first language, special educational needs, disability and gender. The school will provide effective learning opportunities for all pupils by:

- Setting suitable learning challenges
- Responding to diverse learning needs
- Overcoming potential barriers to learning

Progress is the crucial factor in determining the need for additional support.

Identification and Management

Identification of pupils requiring additional support is the responsibility of all staff within the schools of The Rosedale Hewens Academy Trust.

Annual training, with updates where necessary, informs staff of clear procedure.

MONITORING AND REVIEW

The success of the SEND Policy can be measured in the attainment achieved by the pupils with special educational needs and disabilities. Pupils will be assessed through baseline data at induction, half-termly or termly monitoring, assessments, recording of progress and test results.

It must also be recognised that some kinds of success, particularly personal, social and emotional are not easily measurable, but it is important that they are acknowledged and recorded.

This policy will be reviewed on an annual basis.

ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a matter for the appropriate school as a whole. It is each teacher's responsibility to make the appropriate provision for each pupil with SEND in a class and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs by following the school procedures for identifying, assessing and making provision to meet those needs.

The Academy Board, in cooperation with the Principal/Head teacher, have a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor (the SEND Governor), who takes particular interest in this aspect of the schools in the Trust.

The Principal/Head teacher are responsible for:

- The management of all aspects of the appropriate school's work, including provision for pupils with SEND.
- Keeping the Academy Board and Local Advisory Board (LAB) informed about SEND issues.
- Working closely with the SEND personnel within the school concerned.
- Ensuring the implementation of this policy.

The Lead SEND Officer is responsible for:

- Overseeing the day-to-day operation of this policy.
- Ensuring that an agreed, consistent approach is adopted.
- Liaising with and advising other staff.
- Helping staff to identify pupils with SEND.
- Carrying out assessments and observations of pupils with specific learning needs.
- Coordinating the provision for pupils with SEND.
- Liaising closely with parents, guardians or carers of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process.
- Liaising with external agencies, arranging meetings, and providing a link between these agencies, teachers and parents, guardians or carers.
- Maintaining the school's SEND register and records.
- Assisting in the monitoring and evaluation of progress of pupils with SEND through the use of the school assessment information.
- Contributing to the in-service training of staff.
- Managing learning support staff.
- Liaising with other SEND professionals to help provide a smooth transition from one school to another.

Classroom Teachers are responsible for:

- Including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum.
- Working with the SENCO to support inclusion.
- Making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND.
- Giving feedback to parents, guardians or carers of pupils with SEND

Teaching Partners must:

- Be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- Use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

Parents, guardians and carers are required:

- To ensure their child, whatever their special educational needs or disability, receives the best education.
- To attend all parent, guardian or carer consultation sessions/meetings.
- To cooperate and participate in interventions and support offered by the relevant school.
- To work in partnership with external agencies identified for focused support.

Local Authority are required:

- To liaise with the school regarding the use of external agencies.
- To provide effective communication to families and the school.
- To support the family and school through any statement referral process.

The Academy Board will ensure that:

- SEND provision is an integral part of the Development Plan of each school, and that the necessary provision is made for all pupils 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 and compatible with their needs and the efficient education of other pupils.
- They report to parents, guardians or carers on the implementation of the Trust's SEND policy.
- They have regard to the requirements of the SEND Code of Practice.
- Parents, guardians or carers are notified if their child's school decides to make special educational provision for their child.
- They are fully informed about SEND issues, so that they can play a major part in the self-review and evaluation.
- They set up appropriate staffing and funding arrangements and oversee the school's individual work within the Trust for pupils with SEND.
- The quality of SEND provision is regularly monitored.

LINKS WITH OTHER POLICIES

This Policy links with:

- Behaviour and Relationships Policy
- Safeguarding and Child Protection Policy
- Equality Policy

This policy is next due for review in July 2022

Date	Change(s) Made	Change Author
2016	Policy created	Rachel Wall , SENDCO
July 2018	Policy updated, formatted, checked for consistency and edited.	Jane Thomas , Senior Officer - Marketing and Media (TRHAT)
September 2018	Check and edit/approve	Nikeisha Webb-Hardy , Lead SEND Officer (Secondary Phase) Patricia Soyemi , Lead SEND Officer (Primary Phase)
September 2019	Final edit and approval	Sarah Driscoll , TRHAT Chief Operating Officer
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