

# Rutlish School



## **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)**

This Policy was approved by the Inclusion Committee

Date approved – January 2017  
Reviewed annually

**This Policy reflects the Special Educational Need and Disability Code of Practice: 0 to 25 years guidance January 2015, Children and Families Act 2014 and Equality Act 2010. It should also be read in conjunction with other relevant school policies.**

## **1. INTRODUCTION**

Definition of Special Educational Needs from The Special Educational Need and Disability Code of Practice January 2015 and Children and Families Act 2014:

‘A child or young person has special educational needs (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 young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- b) has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

For children aged two or more, special educational needs 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, maintained nursery schools, maintained post-16 institutions or by relevant early years providers.’

### **Disabled Children and Young People:**

The definition of disability is not the same as SEN and it is therefore possible to be disabled under the Equality Act and not have SEND.

Many children and young people who have SEN 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’.

This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition 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 and those with SEN.

Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

‘Schools must not directly or indirectly discriminate against, harass or victimise disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.’

## **2. RATIONALE**

Rutlish School is committed to ensuring that all children and young people, regardless of their circumstances are given equal opportunities to achieve their full potential, have positive outcomes and feel valued members of the school community.

The broad aims for the education of children with Special Educational Needs and Disability (SEND) are in no way different from the aims of the school as a whole. There are, however, points that deserve special consideration in order to promote the joint principles of inclusion and equality of opportunity for all our students.

Fundamental to the implementation of this policy at Rutlish School, is the principle that the education of all students, including those who may have Special Educational Needs and Disability, is the shared responsibility of the whole staff; with particular guidance and monitoring from the School Governors, Headteacher, Deputy Headteacher Pastoral, SENCo, Deputy SENCo, Head of Inclusion and teams

At Rutlish School we recognise that many students will have special needs at some time during their school life and in implementing this policy, we believe students will be helped to overcome their difficulties.

## **3. AIMS**

- To ensure that Rutlish School complies with the requirements of the Children's and Families Act 2014, the SEND Code of Practice January 2015 and other statutory guidance.
- To ensure that all students at Rutlish School get the support they need.
- To ensure that all students have access to a broad and balanced curriculum.
- To ensure that every student with SEND is encouraged to have high aspirations and will have opportunities equal to other members of our community.
- To try to ensure that all students make expected or better progress towards their individual targets.

In line with the Code of Practice January 2015, (6.1):

All students at Rutlish School are entitled to an education that enables them to make progress so they:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood whether into employment, further or higher education or training

## **4. OBJECTIVES (HOW THESE AIMS WILL BE MET)**

*Rutlish School SEND Report can be found on the school website*

- Teachers and staff will seek to identify the needs of students with SEND as early as possible in their school career. This is most effectively done by gathering information from parent/carers, primary schools, education support services, health and care services.
- Teachers and staff monitor the progress of all students in order to aid the identification of students with SEND. Continuous monitoring of students with SEND by their teachers will help to ensure that they are able to reach their full potential.

- School makes appropriate provision to overcome barriers to learning for students with SEND.
- Work in partnership with parent/carers/carers to gain a better understanding of their son and involve them in all stages of their son's education. This includes informing them of when we are making SEN provision for their son, supporting them in understanding SEN procedures and providing regular feedback on their son's progress.
- Work with and seek appropriate support from outside agencies when the needs of the student cannot be met by the school alone.
- Ensure that SEND students engage in the activities of the school alongside students who do not have SEN.
- Create a school environment where students contribute to their own learning and develop independence. This includes participation in student voice and, where practicable, in decisions affecting their future SEN provision and learning.
- The SENCO at Rutlish School is a qualified teacher and is responsible for co-ordinating SEN provision on a day to day basis.
- The SENCO is Ms E Tiberti, supported by the Deputy SENCO Mrs S. Gwynn, Deputy Headteacher Pastoral Ms H Ford and the SEND Governor Dr Jo Lyons.

## **5. EQUALITY AND INCLUSION**

Rutlish School makes reasonable adjustments to remove barriers to learning and to prevent disabled students being placed at a substantial disadvantage.

## **6. MEDICAL CONDITIONS**

Students with medical conditions will have a medical diagnosis but not all students with medical conditions will have special educational needs. Where students with medical conditions also have SEN their provision will have regard to the statutory guidance 'Supporting Students at School with Medical Conditions' and the Rutlish 'Supporting students at school with medical conditions policy'.

## **7. CAREERS GUIDANCE**

All students from Year 9 will be offered careers guidance. Those with Education Health Care Plans and Statements of Special Educational Needs will be offered specialist careers guidance in preparation for transition.

## **8. IDENTIFICATION OF SEN**

- (i) Students on the SEND register at Rutlish School will have needs in the following four broad areas of need as documented below. Their areas of SEN may also change over time.
- (ii) As stated in the Code of Practice for SEND January 2015, the four broad areas of SEN are:
  1. Communication and Interaction
  2. Cognition and Learning
  3. Social, mental and emotional health
  4. Sensory and /or physical
- (iii) It is important to note that the following are not SEN but may impact on progress and attainment but will require careful consideration when looking at the child as a whole.

1. Children must not be regarded as having learning difficulties solely because their language or form of language of their home is different from language in which they will be taught (EAL).
  2. Disability alone does not constitute SEN (see definition on page 2)
  3. Attendance and Punctuality difficulties
  4. Health and welfare (see medical information)
  5. Being in receipt of Pupil Premium
  6. Being a Looked After Child
  7. Behaviour is no longer a way of describing SEN- this is instead described as a response to an underlying need.
- (iv) Rutlish School has regard to the requirements of the SEND Code of Practice, January 2015. This is a model of action and intervention to help students who have SEND make good progress and successfully access the curriculum. The school recognises there is a continuum of SEN and therefore uses a graduated approach to identifying, assessing providing for students with SEND.
- (v) Students at Rutlish School, who meet the criteria for SEN, in agreement with parent/carers, will be placed on the SEN register. This register is reviewed regularly by the SENCo.
- (vi) Rutlish School uses a single SEN category as stipulated in the SEND Code of Practice, January 2015. However, the school recognises the need for a graduated approach to SEN and therefore identifies the different level of need for students on the SEN register.
- (vii) As stipulated in the Code of practice, January 2015, the single SEN category replaces School Action and School Action Plus.
- (viii) For children and young people with more complex needs a co-ordinated assessment of need known as the Education Health and Care Plan 0 to 25 years (EHC plan) will replace the Statement of Special Educational Needs.
- (ix) It is acknowledged that identification of SEND should be as early as possible in a child's school career.
- The majority of students will be identified during transition into Year 7: during assessment and screening, primary liaison meetings with KS2 staff, year 6 Transition Reviews, information from outside agencies, parent/carers/ carers and support services.
  - For students already in the school a combination of concerns and or changes may result in the student being placed on the SEND register.
  - Others students may transfer in at a later date with a history of SEN. An early review will determine whether the student's special educational needs are on-going.
  - A recent diagnosis may be a significant barrier to learning. This requires additional and different resources.

## **9. SEND PROVISION**

### **Universal Provision- Quality First Teaching**

- At Rutlish School: Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants and specialist staff.' Code of Practice January 2015 (6.36)
- At Rutlish School: 'Every teacher is a teacher of every child or young person, including those with SEND.' Code of Practice January 2015
- Quality First Teaching is the fundamental approach to ensure learning for all students. All teachers are committed to reducing barriers to learning for students with SEND by planning work which is appropriately differentiated and includes strategies from the School's Provision Map. For this reason and in line with the Code of Practice, the majority of students will have their SEN met in class and have access to a broad and balanced curriculum. Where appropriate steps are taken to modify the curriculum and reasonable adjustments will be made for disabled students.

- All students are monitored by subject teachers to ensure they are not falling outside the range of expected academic achievement in line with predicted performance indicators and grade boundaries.
- Regular communication takes place between class/subject teachers, LSA's, SENCo, parent/carers and students to ensure good progress.
- All staff have appropriate access to up to date information about students with additional needs.
- Once a student has been identified as *possibly* having SEN they will be closely monitored by subject teachers and form tutors in order to gauge their level of learning and possible difficulties.
- Parent/carers will be informed fully of every stage of their son's development and the circumstances under which they are being monitored. Parent/carers are encouraged to share information and queries with the school.
- Student progress meetings and parent evenings are used to monitor and assess the progress being made by all students.
- If concerns continue despite the use of appropriately differentiated strategies and departmental interventions, the SENCo and or Learning Support Team may be consulted for support and advice. The views of parent/carers and students will also be included.

### **Support for internal and external examinations, (Access Arrangements):**

Access arrangements for examinations are organised jointly by the SENCo, Teacher responsible for Access Arrangements and the Examinations Officers. Students must always have a history of need and any special arrangements must reflect the student's usual way of working. The document Access Arrangements and Reasonable Adjustment- General and Vocational Qualifications (JCQ), sets out procedure and guidelines for applying for special arrangements. Not all students with SEND will qualify for access arrangements.

### **SEN Support**

Where a student is identified as SEND, parent/carers will be formally advised of their son's needs before they are included on the School SEND Register. The aim of formally identifying a student with SEND is to ensure effective provision is put in place to remove barriers to learning. The support put in place consists of a four part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable provision to be evaluated to ensure that the student makes good or better progress. Students, parent/carers and teachers will play an active part in the SEND review process.

### **External Support Services and Agencies:**

When students continue to experience significant difficulties and do not make progress despite good quality first teaching and specialist intervention, a referral to outside agencies for support and advice may be made.

Outside agencies and services include:

- Educational Psychologist
- Speech and Language Services
- Physical and Sensory Services -Visual, hearing and physical
- Social Services

- Mentoring
- CAMHS – Child Adolescent Mental Health Service
- VCT – Vulnerable Children’s Team
- School Nursing Service
- Attendance Service
- Merton Inclusions Team
- Police Support
- CASA (Common and Shared Assessment) Co-Ordinators
- Young Carers

At Rutlish we also have an Additionally Resourced Provision for students with Speech, Language and Communication Difficulties.

## **10. TRANSITION**

The school supports students with SEND at each of the key transition stages. This includes regular meetings with the key stage 2 feeder schools and post 16 providers. All relevant staff are invited to attend transition reviews along with parent/carers and students. Planning meetings are also held to share appropriate information with colleagues. Enhanced transition visits are available for all SEND students.

**The SENCO is responsible for:**

- The day to day operation of the School’s SEND Policy
- Co-ordinating and planning provision for students with SEND
- Advising on and assisting with the identification of students with SEND
- Maintaining the SEND register
- Offering advice and support to teachers re SEND
- Special examination arrangements known as Access arrangements for internal and external examinations.
- Keeping parent/carers informed of their son’s SEND
- Deciding when to involve outside agencies
- Updating the SEND Policy
- Transition for SEND students
- Where appropriate, requesting an EHCP and completing appropriate assessments.

## **11. ADMISSION ARRANGEMENTS**

See school policy/general admission arrangements and school website.

Rutlish School does not discriminate against students with SEND and follows the procedure of the Local Authority for all students.

## **12. PARTNERSHIP WITH PARENT/CARERS OF STUDENTS WITH SEND:**

- Rutlish School recognises that parent/carers know their son best and therefore the views of the parent and their son play a significant part in planning any intervention or dealing with concerns.
- A positive partnership between home and school is crucial in supporting the student and removing barriers to learning.
- Parent/carers will be kept fully informed of any interventions and progress made.

- The SENCo and Learning Support Department welcome all contact from parent/carers/ carers whether it is to inform school of new information or raise concerns.

### **13. COMPLAINTS PROCEDURE**

- Any complaints should in the first instance be directed to the Form Tutor, the son's Head of Year, SENCo or Deputy Headteacher Pastoral.
- Sometimes parent/carers may wish to speak directly to The Headteacher.
- Should parent/carers feel that their complaint has not been dealt with satisfactorily they have the right to refer to the SEND Governor.

### **14. CONCLUSION**

The school will make its best endeavour to provide for the needs of all its students in a community that is inclusive and supportive of the needs of the individual. The careful identification and assessment of need will, where possible, be matched by the allocation of appropriate strategies and resources from within the school's notational SEN budget or as supplemented by the local authority for those students with EHCP or existing statements.

### **15. LOCAL OFFER**

Merton must publish, in one place, information about the provision they expect to be available in their area for children and young people from 0-15 who have SEND. School will work to support the local offer for Merton.

### **16. RUTLISH SCHOOL SEND INFORMATION REPORT**

SEND Code of Practice January 2015 (6.79)

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for students with SEN. The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the Special Educational Needs (Information) Regulations and reflects the information required for the local offer'.

### **17. KEY REFERENCE DOCUMENTS**

SEND Code of Practice: 0 to 25 years January 2015  
 Children and Families Act 2014  
 The Equality Act 2010