

SPECIAL EDUCATIONAL NEEDS POLICY

Rationale

The governing body believes that all students at Redborne are entitled to a full and balanced comprehensive education. Provision is made for those students with special educational needs to ensure that they have equality of opportunity in order to fulfil their potential.

Policy

The school appoints a Special Educational Needs Co-ordinator (known as SENCo) and is the Head of Learning Support, who oversees the day to day operations of the Learning Support Department as well as coordinating provision across the whole school ensuring that all staff are meeting the needs of students with learning difficulties and disabilities. The work of the SENCo is overseen by a named member of the Senior Leadership Team (SLT) and by a named member of the Governing Body.

1 Objectives

- 1 To provide students with Special Educational Needs (SEN) with equal opportunities to access the National Curriculum, as far as is reasonably possible.
- 2 To ensure that students with Special Educational Needs are effectively identified, assessed, monitored and supported.
- 3 To provide opportunities for all students with SEN to work towards achieving the highest standard of attainment and maximising their potential.

This policy aims to outline the systems in place to meet these objectives and acts as a guidance document for parents, students and staff in the identification and support of students with SEN.

2 Day to Day Co-ordination

The responsibility for the day to day co-ordination of the school's education for students with SEND lies with:

Miss M Ellis – SENCo/Head of Learning Support (currently on maternity leave from September 2021 - July 2022)

Mr B Middleton – Acting SENCo (during Miss Ellis' maternity leave)

Ms R Field – Assistant SENCo

3 Co-ordination of SEN Provision

The SENCo is the focal point for information on day to day issues relating to SEND. There is close liaison between the Heads of Faculty, Heads of Year, Senior Leadership Team and the SENCo. The SENCo in turn reports directly to the delegated member of the SLT and onwards to the Headteacher and governing body.

In planning for provision information is drawn from all these sources and leads to the drawing up of a departmental self-evaluation framework and subsequent development plan on a yearly basis.

4 Admissions

The School's admission policy for students with Special Educational Needs is in line with that of all Central Bedfordshire Upper Schools. It is consistent with the school's standard admissions policy in that priority is given to students with an Education, Health and Care Plan that have chosen Redborne as their 'named' school from their transition review and other identified vulnerable students as well as those who live in catchment. There may be exceptional circumstances whereby the school is not able to make appropriate provision and fulfil the needs of the Education, Health and Care Plan.

5 Bespoke curriculum

Redborne currently operates a small bespoke curriculum for those students who are unable to access our mainstream curriculum. The running of this provision is dependent on the needs and number of students that are unable to follow the traditional Redborne curriculum.

6 Facilities for SEN

- The school has a dedicated areas for Learning Support provision including teaching space in the school library and intervention rooms around the school.
- There are access lifts in the library to enable access to the learning support and library space, and administration area as well as to the Learning Support Centre. The school is equipped with ramps to most external entrance points to facilitate access by those using wheel chairs. Most internal doors are accessible by wheel chair.
- There are 3 disabled-access toilets in school.
- There are several items of adjustable height furniture within school.
- There are resource adaptation facilities for those with Visual Impairment.
- Advice is taken from advisory services dependent on the needs of individual students attending Redborne Upper School.

7 Resources

Students with earmarked funding as a result of their Education, Health and Care Plan have this funding allocated in line with the requirements on their Education, Health and Care Plan.

Other students may be eligible for additional specialist support in literacy or numeracy either through timetabled Learning Support or Curriculum Support lessons, through targeted intervention sessions (including during tutor time, lesson time and after school) or through support in class.

After school tutoring is also offered for selected pupils through Study Club which provides pupils with more opportunities to receive support from our teaching assistant team on chosen curriculum areas.

There is also provision for the emotional needs of students via the pastoral support staff, allocated key workers, personal guidance and mentoring.

Priority is given to those on SEN support but there may be occasions where students access support without being identified on the SEND register.

8 Needs Identification, Assessment and Review

Identification

Students with SEN needs are identified through a number of different routes:

- Through liaison with middle schools or other Upper Schools and the provision of information in order to build a SEND Profile which is made available to all staff,
- Through baseline testing of all students at the end of Year 8 prior to entry to year 9,
- Through Access Arrangement screening during the Autumn term of Year 9,
- Through school's internal examinations, indicators and teacher assessment,
- Through investigation of concerns raised by staff, parents or the students themselves.

Staff concerns are raised by the individual teacher with their head of department or the student's form tutor. Where a range of strategies have been tried and deemed to fail, they are then referred to the SENCo for further investigation.

Staff are asked to consider carefully whether the student meets the SEND benchmark of requiring intervention, beyond high quality teaching that is differentiated and personalised. **“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.”** (revised Code of Practice 2015).

For a referral to **SEN support**, the concept of 'adequate progress' is central. Where adequate progress is not made through intervention within the classroom, additional support from outside of the school's resources may be sought and therefore a child will be recognised as requiring **SEN Support**.

Parental concerns are raised initially with the subject teacher and/or the form tutor and the above mentioned procedure is then used. Where parental concerns are of a more personal and/or medical nature parents may address their concerns directly with the Head of Year and/or SENCo. In these cases the parents are invited in to discuss their concerns and an agreed plan of action is determined.

Assessment of need

In many cases there is dialogue between the school and home and between the SENCo and teaching staff to ensure that a full picture of the situation is achieved. Where possible the student will be involved in these meetings to ensure their voice is heard. This may need further investigation with trained professionals as we cannot diagnose any specific difficulties but can signpost and make referrals to the relevant services and procedures where needed. Diagnostic tests may be used to help inform the decision making process. This may include specialist access arrangements for external examinations, in class tests and controlled assessments.

Review

For students on the special needs register parents are invited to have access to Provision Map – an online program that holds relevant SEND information for individual students which is also shared with all staff. All students on the SEND register will have a One Page Profile outlining their needs. This information will be reviewed termly. For those with an Education, Health and Care Plan there is an annual review in line with the SEN Code of Practice 2014 requirements in addition to the termly reviews. Where appropriate, adults involved in the support of the young person other than those at Redborne Upper School may be invited to contribute to the annual review process.

As students enter year 9, parents are asked to contribute to students One Page Profiles so that as much information can be distributed at the start of the school year additional to that which is provided by the feeder school. This usually takes place during the Meet the SENCo sessions which are held in the Summer Term of Year 8.

The school also welcomes and encourages close home school links and the SENCo team, in conjunction with the pastoral system and year staff, seeks to make contact with parents to discuss any rising issues or concerns at an early stage. To facilitate this, the SENCo team attend parents evenings and open evenings. The SENCo will, where necessary, ask parents to come into school or have telephone meetings to discuss any concerns that staff may have. Parents are similarly welcome to request a meeting or phone call and are encouraged to share any concerns with the school.

9 Access to a Broad and Balanced Curriculum

All students have entitlement to experience the full range of subjects offered at Redborne. There may be occasions where access is made more difficult due to the needs of the student. Wherever possible the student remains in the class although adjustments can be made whilst still maintaining access to that subject area.

10 Students with SEND and their engagement in activities within school

Wherever possible all students participate together. Adjustments may be made to the task to meet health and safety requirements; this may include support or a change to the desired outcome as well as peer support. There is no planned withdrawal of access to school activities, any withdrawal is at the written request of the parents/carers and considered by relevant staff.

11 Governing Body evaluation of success of education offered to students with SEND

The link governor uses the SEF, alongside data of assessment achievements to evaluate the effectiveness of the provision offered to students with SEND. This is presented to governors as part of the on-going review of school effectiveness.

12 Complaints Procedures

Parents who have any complaints regarding the operation of the school's special needs provision should follow the school complaints procedure. Details are available on the school website.

The school can also provide contact details for SENDIASS an independent support body that works with parents and children with SEND. Further advice on parental rights can be obtained from the SEND Support Team at Central Bedfordshire Council.

13 Continual Professional Development

The governing body is keen to ensure that all staff have the opportunity for ongoing professional development and to this end the SENCo, in conjunction with the Training School CPD co-ordinator provides CPD opportunities for all staff. These opportunities are in line with the training needs identified both on a personal and departmental level through the school's self review procedures, including staff appraisals, and via the whole school CPD Training School plan.

The SENCo:

- Provides detailed information on each intake year,
- Delivers input on staff wide INSET days,
- Delivers CPD workshops on specific learning needs (these could be before or after school),
- Informs Senior Management and relevant Heads of Department of suitable CPD opportunities that may be recommended,
- Provides planned staff input and training on different SEN related areas based on school wide needs,
- Provides other training/briefing as requested by staff and/or departments.

In order to ensure the SENCo is aware of recent developments in SEN provision and legislation, the SENCo:

- is a member of NASEN (National Association of Special Educational Needs)
- attends annual update training courses
- attends relevant CPD, Inclusion and/or Examination board courses

Learning Support Assistants are encouraged to undertake ongoing CPD:

- through the provision of internal and externally led training courses during school wide INSET days and throughout the year
- through full or partial funding for external certification in Learning Support/Higher Level Support Assistant status
- through attendance on INSET courses
- through attendance on in school training sessions

14 Use of Outside Agencies

Links have been established with specialists throughout Central Beds LA and other agencies eg ASD Advisory Outreach Team, speech and language, physiotherapists and occupational therapists for support and training when needed. This is delivered both to specialist learning support staff and the rest of the school staff population when required.

15 Role of Parents and Carers

As with all students, parents are asked to support the school in terms of uniform, behaviour and homework. For students with SEND, close home-school contact is essential for both parties to get a full and accurate view of the situation. Parents are involved in planning support for the student on an ongoing basis but particularly in relation to annual reviews, reviewing SEND profiles, choosing options, work experience and transition into post 16 education or training. Parents are welcome to contact the SENCo team at the school with any questions or concerns and to request a phone call or meeting if necessary.

16 External Links

Redborne works closely with its feeder schools, parents and supporting local authority, medical and social care agencies in order to provide comprehensive support for students who have or may have SEND issues. These arrangements include:

- termly liaison meetings with the feeder schools' SENCos plus additional arrangements for the Year 8 into 9 transfer
- regular informal contact with other local upper school SENCos to share best practice and professional knowledge
- SENCo attendance at multi-agency meetings
- close working relationship with all relevant local authority departments, including the SEND Support team.
- where necessary, longer term transition support (for instance in the case of students with autistic spectrum conditions) and liaison with specialist provision within the county.

17 Child Health, Social Care and Access and Inclusion Service

Regular meetings are held with all the above agencies at which heads of year, SENCo and the deputy head responsible for student welfare are in attendance. Fortnightly year team meetings are held with the Attendance Officer for the LA, year staff, PSO's and deputy head and relevant information is fed back to the SENCo.

Child In Need (CIN) and social care meetings are held when required in relation to the individual needs of students.

Monitoring, Evaluation and Review

The policy will be evaluated and reviewed every three years (or in line with any government reform) by the SENCo and Senior Leadership Team.

Dissemination of the policy

This policy is available on the school website, on request to parents and carers, the LA and Ofsted through the Headteacher.

Date approved by governing body	2020
Date for review	2021

Further Information about the School's Special Education Provision

The Children and Families Act, which became law in September 2014, changed the way in which a child receives support from various authorities including local council, health and social care services and education

Statements of Special Educational Needs and Learning Difficulty Assessments

These have been replaced with a single **Education, Health and Care (EHC) plan** for children and young people with complex needs; this will place much more emphasis on personal goals and will describe the support a child will receive while they are in education or training. The plan replaced the need for multiple documents from different organisations; ensuring

- all the information about the child or young person is in the same place
- all the professionals involved are fully aware of all the child's needs so that they plan together for how to meet them.

Where a child has an EHC plan, carers may receive a personal budget to give them more control over certain aspects of support they may receive. The amount and how it can be spent is agreed in consultation with the council. Details of eligibility for personal budgets will be available from the Local Authority upon request.

SEN Support

For children with less complex needs but who still require help, a new system called Special Educational Needs (SEN) support has replaced School Action and School Action Plus.

All students are entitled to good quality teaching, differentiated according to their needs. For students in Central Bedfordshire for whom there is deemed to be an additional need, there will continue to be a graduated response. This will be similar to School Action and School Action Plus but will be called stage 1 and stage 2, with stage 3 being the trigger for statutory assessment for an EHC plan.

The graduated response has been drafted in the light of national guidance and can be found at:

https://www.centralbedfordshire.gov.uk/migrated_images/early-years-guidance-2018-3_tcm3-30415.pdf

Redborne Upper School – SEND Information

SENCo – Miss Megan Ellis – megan.ellis@redborne.com

Assistant SENCo – Mr Ben Middleton – ben.middleton@redborne.com

Assistant SENCo – Ms Ruth Field – ruth.field@redborne.com

School phone number – 01525 404462

Contact is best made by email in the first instance as we may be teaching and not able to answer calls as quickly as we are able to respond to emails.

Overview of Redborne Upper School

Redborne is a very successful, oversubscribed Upper School of over 1,600 students, 450 of whom are in the Sixth Form. Over 80% of our Sixth Form go onto university and 14 have gone to Oxbridge in the last 3 years.

We have been designated a National Support School by the Department of Education. We were graded "good" in our Ofsted inspection in November 2017, with many positive comments being made by the inspection team.

In April, 2011 we were granted Academy Status by the government and as such we are now an independent but state funded school.

We are proud of our academic record, our extensive extra-curricular work, our community links and our excellent pastoral system.

We are an inclusive school and strive to support all children to enable them to make the best possible progress and achieve well. To accomplish these aims, we offer a broad and balanced curriculum with high quality teaching. We provide effective support for children with special educational needs and disabilities, starting from our first contacts with parents and carers when a child enters our school. We make sure that additional needs are identified early and we offer a range of provision according to identified needs. We work with a range of other professionals to ensure that all children receive the support they need to do well at school.

Redborne has a Learning Support Centre where a range of interventions take place, with students withdrawing from some mainstream lessons for these to be accommodated. The majority of support at Redborne Upper School, however, takes place in the classroom.

The following procedures and practices are common place at Redborne Upper School in relation to Special Educational Needs and Disabilities (SEND).

<p>Identifying pupils with SEND</p>	<ul style="list-style-type: none"> ■ Good transition arrangements to ensure early identification ■ Teacher and parents concerns about a pupil's progress are shared and interventions through discussion and observation ■ Whole school data analysed from formal and informal assessment ■ Communication with parents to ensure a co-ordinated plan is produced
<p>Consulting parents and children with SEND and involving them in their education.</p>	<ul style="list-style-type: none"> ■ Regular contact with SENCo and Learning Support team. ■ Annual review meetings ■ Parent consultation evenings ■ SEND Plans and profiles on Provision Map, alongside whole school progress reporting systems. This outlines progress related specifically to need so that targets can be set based on strengths and weaknesses at the time. ■ Home/school communication via home/school books or email as appropriate
<p>Assessing and reviewing pupils' progress</p>	<ul style="list-style-type: none"> ■ Tracking progress in pupils' literacy development ■ Tracking pupil progress against what was achieved previously and what students are expected to achieve in the future ■ Targets set and reviewed through the school reporting system ■ Specific SEND targets discussed at parents' evenings, through Provision Map, via email, via phone or meetings in school if appropriate ■ Annual review of Education Health Care Plans

<p>Supporting children with SEND in moving between phases of education and in preparing for adulthood</p>	<ul style="list-style-type: none"> ■ Meetings with middle school SENCOs ■ Up to 5 transition days throughout year 8 starting in November ■ SENCO involvement in Annual Reviews from year 7 ■ SENCO visits to middle schools and TA visits to students who may need additional transition support ■ TAs work on building independence in preparation for further education and employment ■ Students to receive careers advice when choosing GCSE subjects. Meetings between the SENCO, the young person and the parents to be arranged to ensure the right pathways are being followed if necessary
<p>Teaching children with SEND</p>	<ul style="list-style-type: none"> ■ Teachers are fully informed of all pupils' needs and regular information updates are provided ■ Classwork and homework differentiated to allow pupils to work at their level and succeed in their learning ■ Small Learning Support classes for boosting literacy, numeracy, organisation and social skills designed to raise students' self-confidence and self-esteem about learning ■ An expectation that staff implement strategies for all children as advised by SENCO

<p>Adaptations to the curriculum and learning environment for children with SEND</p>	<ul style="list-style-type: none"> ■ Differentiated work and resources in class ■ 1-1 and small group boosters provided outside of lessons ■ Additional resources provided to meet specific needs ■ School environment adapted to meet accessibility needs e.g ramps and stair lifts for children with physical disabilities ■ Variety of Entry level courses for students performing below GCSE level; <ul style="list-style-type: none"> ○ Entry Level Science ○ Edexcel ICT Skills for Life ○ Entry Level Maths ○ Entry Level English
<p>Expertise and staff training to support pupils with SEND</p>	<ul style="list-style-type: none"> ■ Regular training for both Teachers and Teaching Assistants from specialist teachers linked to Autism, sensory and physical impairments, speech and language difficulties, Downs syndrome etc as appropriate ■ SENCo and TA meetings with a variety of outside agencies ■ Specialist TAs secured through experience and training in specific areas, e.g speech and language, Autism ■ Support from Local Authority (LA) specialists
<p>Evaluating the effectiveness of the provision made for children with SEND</p>	<ul style="list-style-type: none"> ■ SENCo and line manager have regular meetings, reviewing data and interventions ■ Regular department meetings ■ TA observations by SENCo ■ SLT Learning Walks across the school
<p>How pupils with SEN are engaged in activities with those without SEND</p>	<ul style="list-style-type: none"> ■ Differentiated work and resources allow pupils to be involved in whole class activities ■ Subjects other than Maths and Science are taught in mixed ability classes and in tutor group classes providing inclusive classroom settings ■ Use of specialist equipment and resources to allow full integration ■ Appropriate seating plans

<p>Support for improving social and emotional development</p>	<ul style="list-style-type: none"> ■ Key worker scheme (regular mentoring with an assigned TA/teacher) ■ Personal Wellbeing curriculum ■ LS extra curricular club run by PE staff ■ Break and Lunch club with conversational skills ■ Extra-curricular activities ■ Time out pass if needed, allowing students time to calm down in a quiet environment with adult support available, when necessary. ■ BASE to provide mentoring and support for students that struggle with their behaviour in the classroom
<p>How the school involves outside agencies</p>	<ul style="list-style-type: none"> ■ Referral forms/EHA (Early Help Assessment) forms (A referral form designed to outline difficulties that a central board can advise on appropriate interventions) ■ Education Psychology involvement if necessary ■ Links to local Special Schools and Alternative Curriculum Provision for students at risk of exclusion or for those whom standard educational provision may not suit ■ Advice sought through correspondence with specialist teachers ■ Meetings with Local Authority specialists who can advise on ways to support young people with a variety of learning, sensory and physical needs ■ Teacher/TA training ■ Pupil 1-1 work with outside agencies