



ROYAL GREENWICH TRUST SCHOOL
SPECIAL EDUCATIONAL NEEDS POLICY

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Introduction

Royal Greenwich Trust School (RGTS) is committed to the principle that every child has individual needs, has an entitlement to access the full curriculum offer and to be fully included in all aspects of the life of RGTS, irrespective of ability, race, gender or need, and that every child should be respected and valued as an individual.

Royal Greenwich Trust School will address the needs of different groups of learners and will deliver high quality learning and teaching practices, which will allow every learner to achieve their potential. Where required, RGTS will adapt the environment and equipment, as much as is practicably possible, and will seek specialist advice from outside the organisation to enhance its ability to support all learners. RGTS will seek to remove all barriers to learning and achievement.

Aims and Objectives

The aims of this policy and associated procedures are to ensure that:

- an inclusive approach to education is promoted at RGTS;
- high quality learning and teaching is promoted for all learners at RGTS;
- learners with special needs are included in the activities of the school together with those who do not have special educational needs, so far as it is compatible with the efficient education of other learners;
- RGTS meets its legal obligation to provide access to the curriculum for all learners whilst recognising their individual needs;
- where the Headteacher or the appropriate governor has been informed by the LA that a learner has special educational needs, those needs will be made known to staff;
- all RGTS staff are aware of the importance of identifying and providing for learners who have special educational needs;
- the Headteacher, staff and governors report annually to parents on the effectiveness of this policy and provision for learners with special educational needs;
- all staff are clear regarding roles and responsibilities in the implementation of the policy.

RGTS recognises that it has a responsibility to meet the needs of all learners in the institution and as such believes in early identification, clear assessment processes and appropriate provision for all learners.

Legislation and Guidance

RGTS ensures inclusion practices relating to special educational needs meet the criteria set out in the following Acts and guidance:

Special Educational Needs and Disability Code of Practice 0 to 25 years (DfE 00205 2014);

Part 3 of the Children and Families Act 2014;

Equality Act (2010)

Definitions of SEN:

RGTS accepts the definition below of SEN, as set out in the SEND Code of Practice (2014), which states that 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 them. A child of compulsory school age or a young person has a learning difficulty if they:

have a significantly greater difficulty in learning than the majority of others of the same age; or have 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. 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. The school will use its best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

The kinds of special educational need for which provision is made at Royal Greenwich Trust School will ensure that all children and young people are entitled to an education that enables them to make progress so that they achieve their best and become confident individuals living fulfilling lives, who make a successful transition into adulthood, whether into employment, further or higher education or training.

Disability

Under the Equality Act 2010: A child has a disability if they have 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 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 an overlap. Where a disabled child needs special educational provision, they will be covered by the SEN definition.

Roles and Responsibilities:

Designated Roles

The person with strategic responsibility for SEN at RGTS is the Headteacher.

The Governor with responsibility for SEN is Chris Philpott

The designated SENCO for the academic year 2018-2019 is Salome Houghton.

Governors

The governing body must ensure that:

- RGTS has a policy for identifying and supporting the special education needs of learners;
- procedures are in place for the identification and provision of special educational needs of learners;
- they have regard for the requirements of the SEN Code of Practice;
- they are fully informed about SEN issues, so that they can play a major part in the school's self-review process;
- they set up appropriate staffing and funding arrangements;
- they, and RGTS as a whole, are involved in the development and monitoring of this policy;
- there is a nominated governor with responsibility for special educational needs;
- SEN provision is an integral part of the RGTS development plan;
- The quality of SEN provision is regularly monitored.

The Headteacher

The Headteacher must ensure that:

- the policies and procedure adopted by RGTS are fully implemented
- learners with special educational needs join in all RGTS activities alongside other pupils, as far as is reasonable, practical and compatible with their needs and the efficient education of other pupils;
- parents are notified if RGTS decides to make special educational provision for their child;
- sufficient resources are allocated to the management of all aspects of the inclusion agenda, including provision for pupils with SEN;
- the governing body is informed about SEN issues;
- the implementation of this policy is monitored and reported to governors;
- a Special Educational Needs Co-ordinator is appointed.

The Special Educational Needs Co-ordinator will be responsible for:

- overseeing the day-to-day operation of this policy;
- co-ordinating the provision for individual needs of pupils;
- ensuring that an agreed, consistent approach is adopted;
- liaising with and managing the staff to identify learners with specific needs;
- arranging detailed assessments, observations and support of learners with special educational needs;
- overseeing the work of the staff and external agencies in devising strategies, drawing up Individual Educational Plans (IEPs), setting targets appropriate to individual needs of the learners, and advising on appropriate resources and materials for use with learners and on their effective use of materials;
- liaising closely with parents of learners with special educational needs so that they are aware of the strategies that are being used and are involved as partners in the process;
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents;
- Maintaining the special educational needs register, and other relevant records;
- assisting in the monitoring and evaluation of progress of learners with SEN through the use of existing school assessment information;
- Contributing to the in-service training of staff in working with learners with specific needs;
- Ensuring that all staff are given any necessary information in relation to behaviour management and other issues for particular learners;

Specialist Learning Support (SEN)

The SENCo must

- be fully aware of the procedures for identifying, assessing and making provision for learners with SEN;
- work with the Headteacher and Deputy Headteacher to map provision and identify pathways and strategies for learners with special educational need, set targets appropriate to individual needs of learners, and advise on appropriate resources and materials for use with them in the classroom;
- work with the Headteacher and Deputy Headteacher to organise appropriate allocation of support for learners with specific needs in the classroom;
- be responsible for the administrative processes surrounding students with SEN;
- liaise with the SENCOs in feeder schools to ensure smooth transition.

Teaching staff

All teachers in RGTS are teachers of learners with special educational needs and as such RGTS adopts a whole school approach involving all staff adhering to a model of good practice. Teaching staff must ensure that they:

- are fully aware of this policy and the procedures for identifying, assessing and making provision for learners with SEN;
- are aware of the individual needs, including any SEN, of all learners they teach;
- include all learners in lessons, providing an appropriately differentiated curriculum; drawing on the SENCO for advice on assessment and strategies to support inclusion;
- give appropriate feedback to enable progress to be monitored and effective reviews to take place.

Parental rights and Obligations

RGTS recognises the critical role played by parents, and the need to support and empower parents to fulfil their responsibilities as parents and play an active and valued role in their children's education. We will ensure that parents have access to information, advice and support during assessment and any related decision-making processes about special educational provision. It is in the interest of the student to promote a culture of co-operation between parents, the school, the LEA and other specialists, in order to enable students with SEN to achieve their potential.

Parents will always be consulted on any decisions concerning additional / alternative provision for students. Parents will also be able to contribute to the development of RGTS through the parental forum which will include opportunities to discuss the support given to learners with special educational needs.

Learner participation

Learners will be encouraged to participate fully in decisions made regarding their education and as such all learners, regardless of their particular circumstance, will be invited to meetings where their needs, potential provision and any arrangements are being discussed. There will also be opportunities through the Student Council for the learners' perspective to be gathered on RGTS provision for all learners.

Admission and Inclusion

The staff of RGTS are committed to identifying and providing for the needs of all children in a wholly inclusive environment.

Inclusion is regarded as crucial to the policy. RGTS operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes both those children with statements of special educational needs/EHCPs and those students requiring additional support.

RGTS will ensure that pupils with SEN are admitted on an equal basis with others in accordance with its admissions policy. Where a local authority proposes to name the school in a statement of SEN/EHCP made in accordance with section 324 of the Education Act 1996, it must give RGTS written notice that it so proposes. Within 15 days of receipt of the notice that the LEA proposes to name RGTS in a statement/EHCP, the school must consent to being named, except where admitting the learners would be incompatible with the provision of efficient education for other learners; and where no reasonable steps may be made to secure compatibility. In deciding whether a learner's inclusion would be incompatible with the efficient education of other children, RGTS must have regard to the relevant guidance issued by the Secretary of State to maintained schools.

If RGTS determines that admitting the child would be incompatible with the provision of efficient education, it will, within 15 days of receipt of the notice, notify the Local Authority in writing that it does not agree that RGTS should be named in the learner's EHCP. Such notice will set out all the evidence RGTS relies upon in support of its contention that: (a) admitting the learner would be incompatible with efficiently educating other learners; and (b) RGTS cannot take reasonable steps to secure this compatibility.

Full details of the ensuing process are located in the admissions policy which is available from RGTS or on the website.

Specialist Provision

RGTS is currently located in a three storey building. The building is accessible at street level by a ramp, and a lift is provided within the building.

Curriculum Access

All pupils will have equal access to the RGTS curriculum. RGTS will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support. The curriculum will be differentiated to meet the needs of individual pupils. Teaching methods will take into account the different styles of learning, and pupils will be taught in flexible groupings, including the use of individual, small group or whole class contexts.

Schemes of work will reflect whole school approaches to teaching and learning and will take account of special educational needs. Curriculum tasks and activities may be broken down into a series of small and achievable steps for learners who have marked learning difficulties.

All supervisory staff involved in student support during break, lunchtime and enrichment will be made fully aware of the individual needs of learners and they will be trained appropriately.

Identification of Students with Special Education Needs

At RGTS the graduated approach is adopted, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The four stages of the cycle are:

- Baseline Assessment (Assess)
- Target Setting (Plan)
- Targetted Support (Do)
- Review and Evaluation (Review)

This individualised assessment leads to a growing understanding of the barriers to and gaps in the pupil's learning.

Identification and Assessment Procedures

In Year 7 every child is assessed to determine their reading age and their speaking and listening level. In instances where this highlights children as being below expected level, additional testing will then be undertaken to provide full diagnostic feedback on their needs to their teachers. This may include dyslexia screening, and literacy or maths profiles. For students who display early signs of high level challenging behaviour, anxiety or withdrawal, the Strength and Difficulties Questionnaire (SDQ) will be used.

Children who are behind the expected levels in English and Mathematics are not automatically designated as having Special Educational Needs, but are provided with the teaching they need to make the progress required. It is only after a persistent problem requiring additional support has been identified, that a child may be said to have SEN.

At RGTS, staff use a range of sources of information, as considered necessary by the SENCO and teaching staff. These may include:

- Teacher assessment and knowledge of the pupil;
 - Data on the pupil's progress, attainment and behaviour;
 - The individual's development in comparison with their peers;
 - The views and experience of parents;
 - The pupil's own views;
 - Advice from external support services.
 - Standardised tests;
 - Profiling tools, for example for behaviour and speech, language and communication needs;
 - Criterion-referenced assessments and checklists;
 - Observation schedules and prompt sheets;
 - Questionnaires for parents;
 - Questionnaires for pupils;
 - Screening assessments, for example for dyslexia;
 - Specialist assessments, for example from a speech and language therapist or an educational psychologist;
- Transition information from feeder school

Graduated Intervention : Referral & monitoring

Meeting the needs of children with SEND is a whole school responsibility. Accountability at every level ensures that we reduce the number of children on our SEN registers, and the number of students who are excluded from our schools.

Support for all students is coordinated through our inclusion map. If a student receives additional support from school staff or external agencies then this is measured and reviewed using the following cycle:

- a Baseline assessment (Assess)
- b Target setting (Plan)
- c Targeted support (Do)
- d Review and evaluation (Review)

The class teacher is responsible for the progress of each child in their class and reviewing the impact of any intervention. Where progress and/or behaviour remain a significant cause for concern, despite targeted teaching and support, the SENCO will determine whether to refer the student for specialist assessment. To facilitate assessment and accurate diagnosis or identification, the SENCO will assist classroom teachers to complete screening documents to aid referral to specialist agencies. Where such an assessment confirms that the student has a learning difficulty which requires special educational provision, the SENCO will place the student on the SEN register at SEN Support.

School leadership teams will review the progress of all students every six weeks and will make appropriate responses to this data. They will report numbers on the SEN register and exclusions termly to the RGTS School.

If a learner does not make the expected progress despite the provision put in place as listed above, advice will be sought from the appropriate support services.

An Education Health and Care Plan: If progress is still not achieved despite input as stated above, the learner may be assessed in line with the LEA guidance with a view to initiating an EHC Plan as set out in the 2014 Code of Practice. The appropriate forms will be used for recording and referral as necessary.

EAL

EAL students do not necessarily have a Special Educational Need and RGTS will endeavour to monitor progress of these students through teaching staff.

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Monitoring and Evaluating Learner Progress

The progress of all learners will be monitored through the normal process of ongoing formative and summative assessment. In addition to this, learners with an EHC Plan will have an annual review as required by legislation which will involve learners, parents and appropriate representation from the school and other agencies.

Liaison and Other Support Services

As far as is practicably possible, RGTS will liaise with the feeder primary schools to ensure that the transition is as smooth as possible for learners with special needs. This will also allow the SENCO to gather as much information as possible to facilitate the required provision.

RGTS will hold an agreement with the local authority to buy into traded services as required to ensure that appropriate provision and arrangements can be made.

Training and development

Training requirements for all staff will be identified within RGTS plans for development in conjunction with an analysis of the needs of learners at RGTS. This will be enhanced by outcomes from the line management and performance management processes. All staff will receive a special educational needs awareness session as part of their induction programme, targeted towards the needs of the cohort of students at RGTS. The SENCO will also provide professional guidance to colleagues.

It is acknowledged that there will be occasions where bespoke training is required to support learner(s) with specific conditions or needs. This will be arranged by liaison with the appropriate external agencies.

In addition to that described above, training sessions will be held throughout each academic year to maintain an ongoing awareness of strategies for supporting learners with special needs.

Complaints about SEN provision

With regard to special educational needs provision and arrangements parents who have queries or concerns should contact Ms Salome Houghton, designated SENCO, who will ensure a response is received within 3 days. It is the intention of RGTS to maintain open and regular communication with parents at all times to ensure that all provision and arrangements receive full parental support and agreement. If parents are not satisfied with the outcome of such discussions then they should pursue the school's complaints procedure as detailed in the policy located on the school website.

This policy will be monitored regularly to assess its implementation and effectiveness. The designated member of staff responsible will provide an annual report to the Governing Body and interim reports on request.

In addition to this policy, the SEN School Report will be regularly updated and monitored and is available on the school website.

APPROVAL SIGNATURE

Signature of (enter position e.g. Chair) _____

Print name _____

Date _____

