

ROBERT MAY'S SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

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1. SCHOOL INFORMATION

Robert May's School is larger than the average-sized secondary school, with 1,238 students. The school converted to an academy in May 2012. The current Headteacher is **Mrs Joanna West**. The school is a comprehensive school with a wide and diverse catchment area covering the Hart and Rushmoor district in North-East Hampshire.

The school's motto is "Excellence every day with learning at the centre of all that we do".

Our aim is to offer students in the locality the best possible educational opportunities and enable them not only to improve their own life chances, but to help others to do so too.

In addition to the mainstream Learning Support Department the school has a specialist Resourced Provision for 12 students with Autistic Spectrum Condition (ASC). The Resourced Provision has a separate admissions criteria and protocol which can be found in our Admissions' Policy and in the Resourced Provision department area of our website. The main admissions criteria can be found on the school website.

2. STAFF

The Learning Support Department (who work out of the HUBL – Help, Understanding & Building Links) and the Resourced Provision are over-seen by the **Special Education Needs and Disability Coordinator (SENDCo)**, who is supported by a member of the Senior Leadership and Management Team. Also, the Resourced Provision and HUBL are led by Team Leaders who work with the SENDCo. The SENDCo has 18 years' experience in this role and has worked within the world of autism for 12yrs.

The Learning Support department has the equivalent of 8 full time staff and a full time ELSA. The Resourced Provision has the equivalent of 7.1 full time staff. The departmental teams are supported by the SENDCO in pursuing relevant continuing professional development opportunities in order to continue to develop their expertise.

We believe that every teacher is a teacher of a student with Special Educational Needs (SEN) and therefore support is given by classroom teachers in the form of differentiation (of task, of text or of outcome). This is referred to as Quality First Teaching (QFT).

This code of practice is a key document, along with the SEND Information report (on the website) in recognising the school's approach to supporting students with SEND. It has been developed in consultation with the governing body, the school staff and the local authority and reflects the SEND Code of Practice 2015.

Our SEND Information Report can be found at: <http://www.rmays.org/>

3. ROBERT MAY'S SCHOOL SEND PRINCIPLES

At Robert May's School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all students whatever their needs or abilities. A student is defined as having Special Educational Needs (SEN) if he/she has a learning difficulty or disability which requires special educational provision to be made for him/her.

Robert May's supports the view that every student is entitled to a broad and balanced curriculum. The school will, within the available resources and according to individual need, ensure that every student is appropriately supported in meeting the following:

- All students are equally valued, whatever their ability and aptitude.
- All students are entitled to have access to a broad, balanced, relevant and inclusive curriculum, which is differentiated to meet individual needs.
- All students achieve their full potential in all aspects of the curriculum.
- All students are fully integrated into the school community and should be offered the whole range of available extra-curricular and enrichment activities and should be able to participate, so far as is reasonably practicable.
- All students are equipped with the requisite skills to meet the demands of a college placement or the world of work.

Robert May's School understands and values that every student has individual needs and we work together to ensure the student reaches their true potential.

4. IDENTIFICATION, ASSESSMENT, MONITORING AND INTERVENTION

The school believes that early identification, assessment and provision for a student who may have SEND is essential.

The identification of students with SEND begins with liaison with primary schools. In the summer term the Team Leader of Learning Support visits all feeder schools to discuss and reviews the needs of students who have been identified as having SEND and to meet and observe these students where possible. The SENDCo or Learning Support Team Leader is included in the transition meetings to ensure the changeover of school goes as smoothly as possible

On entry to the school, information about a student is gathered and an initial assessment made by the Learning Support Department and the relevant Head of Year. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress

- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Identification will be informed by:-

- Primary school liaison and records
- Previous school liaison and records on transfer
- EHC Plans and Annual Review meetings in Years 5 and 6, to include Transition meetings and liaison
- Additional Transition days for SEND and disadvantaged students
- Key Stage 2 SATs results and Teacher Assessments
- Referral from an outside agency e.g. medical, social services, EP reports
- Screening assessments and collation of other factual data on entry to Year 7
- Cognitive Ability Tests (CAT) results, Reading and Spelling results in Year 7
- Student reviews and reports
- On-going monitoring and assessment by subject teachers and members of the Learning Support Department

Students already at the school may, at some time in their school career, experience concerns and there is a well-established procedure for investigating such concerns via subject teachers, the Head of Year and the Learning Support team.

Monitoring

All teachers are responsible and accountable for the progress and development of students in their class. Quality First Teaching is our first step in responding to pupils who have SEN however some students access additional support from LSAs or specialist staff.

The monitoring of progress of all students is the responsibility of the Heads of Department and the Heads of Year with Leadership and Management Team support. The Team Leader of Learning Support department support this monitoring with their own information gathering particularly during the times of annual reviews/transfer reviews linked to the EHCP.

To review the provision for students on the SEND Register the Learning Support department maintains a detailed Provision Map which indicates all the support received by a student, outside of the Quality First Teaching, (previously known as Quality Inclusive Teaching).

Intervention

Students with an Education Health Care plan (EHCP) with designated learning support hours have their SEND needs supported in class by the teacher and learning support assistance (this could be an LSA and/or working within the HUBL). The students in the RP do not get allocated hours within their EHCP.

The LSAs work with the classroom teachers on appropriate intervention strategies and appropriate differentiation. (*see Appendix A*)

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant

- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Pupil questionnaires
- Monitoring by SENDCo
- Use of provision maps and tracking sheets to measure progress
- Advice from external support services, especially the Educational Psychologist

If it is proposed that a special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5. SEND REGISTER

The SENDCo and/or Team Leader of Learning Support will inform parents and key staff of the specific nature and extent of the identified students' educational needs. Students identified as having SEND are placed on the school's SEND Register. The Register is reviewed as and when required, at least each half term and updated on SIMs [*the internal school system of registering attendance, achievement and need*].

Students with a place in the Resourced Provision are included on the SEND Register.

LSAs, when they support in class, identify all of the students on the SEND Register and liaise closely with the subject teacher.

In keeping with statutory requirements, students with a EHCP will have their progress and support reviewed annually by the LS department and RP departments (additional Parents Evenings and meetings will take place as per the school calendar). The contribution of students and parents is an essential component of the review process and is integrated into the report written for the Local Education Authority.

SEND records are primarily maintained by the Team Leaders of the LS Department and Resourced Provision. Behaviour and medical records are kept by the Heads of Year and monitored by the Deputy Head as well as the Inclusion Team.

The school uses the Hampshire County Council criteria to identify students who should be on the SEND Register. Those students without a EHCP but who meet the criteria are placed on the register as SEND Support students – the support to be given through Quality First Teaching:

CRITERIA: (*the categories below have been reviewed by Hampshire SEND - <http://documents.hants.gov.uk/education/sen-support.pdf>*)

The checklists cover the four broad categories of SEN:

· Cognition and learning

Cognition and learning

Specific learning difficulties (SpLD)

- Social, emotional and mental health difficulties
- Communication and interaction

Speech, language and communication (SLCN)

Autistic spectrum disorder (ASD)

- Physical and sensory
Physical disability (PD)
Hearing impairment (HI)
Visual impairment (VI)

We also provide support for pupils to improve their emotional and social development. Learning difficulties cover a wide range of needs, including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Social, Emotional and Mental Health (SEMH), Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia and Autistic Spectrum Condition (ASC). Students may experience a disability which prevents or hinders them from making use of the educational facilities. These include Vision Impairment (VI), Hearing Impairment (HI), Multi-sensory Impairment (MSI). Some students with a Physical Disability (PD) require additional support and equipment. Some students with social, emotional and mental health needs also require support.

6. ADMISSION ARRANGEMENTS

The school's Admission Policy applies equally to all prospective students. Robert May's School will support its policy to promote inclusion of all students. The admissions policy can be found on the school website.

Students in the Resourced Provision have access to the same intervention strategies, but the level of support will vary according to the individual need. The criterion for admissions for the Resourced Provision is on the website.

Special Units, Facilities and Building Adaptations

There are ramps for wheelchair access to the ground floor classrooms, the HUBL, the Resourced Provision, dining room, hall and sports halls. There is a ground floor disabled toilet facility in the main teaching block and maths block. (*Refer to school's Accessibility Policy*).

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs.

All pupils are encouraged to go on residential trips.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability unless a risk assessment advises otherwise.

7. THE RESOURCED PROVISION

A Resourced Provision for students on the Autism Spectrum opened in September 2002, to provide places for up to twelve students. The accommodation allows space for support of learning, speech and language therapy, occupational therapy and ASDAN life skills, kitchen, toilets, shower and areas for students to relax. Each student has their own personalised work station and access to a calm room during the school day. It is situated centrally within the school and has its own access and reception area as well as linkage to mainstream classrooms.

The SENDCo is also the Manager of the Resourced Provision for students on the Autism Spectrum. The Manager of the Resourced Provision is responsible for the co-ordination of provision for students with a resourced placement.

Students in the Resourced Provision are selected at a Local Assessment and Placement meeting in the Autumn term, prior to year of entry. Students are then visited and observed in their primary schools. Regular meetings and visits are continued through the Spring and Summer terms prior to Induction Days.

Learning Support Assistants (LSAs) attached to the Resourced Provision are managed by the SENDCo. Training needs are tailored to the requirements of the work and individual students. Students may be supported in class or withdrawn to work within the RP. LSAs are involved in target setting and reviewing and have responsibility for individual students throughout the year. They contribute to, and attend, students' Annual Reviews.

8. LINKS

Transition meetings with both feeder and non-feeder schools for not only students with a EHCP but those who are on the register as SEND students occur during Year 6 and from Yr 11 to college.

In Year 9 the Annual Review incorporates a transition aspect in addition to the 1:1 meeting with a senior teacher (to which every student is invited). The Head of Careers and Careers Provision attends this Annual Review to explain the process of careers education in Year 10. At the Year 10 Annual Review a focus is given to moving on to college and suggested pathways. Again, the Head of Careers and Careers Provision attends to offer expertise and advice. In Year 11 we work closely with students and colleges in order to assist with selecting the correct provision and prepare them for adulthood and will advise where appropriate. We will share information with the college or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this We have close links with local colleges and excellent working relationships which contributes to a smooth transition for the students.

9. FUNDING

The Governors and Headteacher are responsible for the allocation of SEND funding provided by Hampshire County Council. Students with an EHC Plan receive additional funding and parents would need to discuss this with the Local Education Authority if they wish further information.

10. COMPLAINTS PROCEDURE

Parents and carers are encouraged to first contact either the Tutor or the Head of Year about general concerns or pastoral matters. Queries about specific lessons should be made with the subject teacher or relevant Head of Department whilst specific questions relating to SEND should be passed to SENDCo.

If, in the unusual event that a parent wishes to make a complaint about matters linked to the provision for students with SEND then these should be addressed to the SENDCO, or the Senior Management Team. More serious matters can, of course, be referred to the Chair of Governor, or, indeed, the Headteacher.

Further information about complaints can be found in our Complaints Policy and Procedure which is found on our website.

11. POLICY MONITORING AND REVIEW

Evaluating the success of the School's SEND Policy

See Appendix C for criteria used to evaluate success.

The Headteacher, SENDCO and the governing body will review this policy annually and assess its implementation and effectiveness. The policy will be updated as required by any changes in the SEND Code of Practice and related legislation. The Headteacher, SENDCO and Senior Leadership Team will ensure that the policy is promoted and discussed with all staff and that its implications and their responsibilities with regard to its implementation are fully understood.

Date of School Review by SENDCO: 13/6/18

Date endorsed by the Governing Body (TLW Committee):

Policy to be reviewed by: Governors' TLW Committee

Appendices to this policy:

Appendix A:	SEND Intervention Strategies
Appendix B:	Outside Agencies
Appendix C:	Evaluation Criteria

APPENDICES

to SEND POLICY

APPENDIX A: SEND Intervention Strategies

APPENDIX B: Outside Agencies

APPENDIX C: Evaluation Criteria

APPENDIX A

Intervention Strategies

These are determined according to individual needs and within the available resources. The level of support provided for a student is determined by their assessed levels of need:

- Wave 1 - Quality Inclusive teaching for all – where specific needs have been identified requiring intervention in the form of in-class support, differentiated materials home programme of work.
- Wave 2 - Additional intervention to enable children to work at age related expectations or above.
- Wave 3 - Additional highly personalised intervention.

The range of strategies implemented can vary widely and may include one or more of the following:

- A differentiated curriculum and/or programme of study
- Additional subject specific teacher time
- Learning support assistance in class
- Specialist learning support assistance in class or for tutorials
- Learning support assistance (this could be an LSA and/or advice and guidance from the Learning Support Department), withdrawal or home visit
- Class grouping or setting
- Withdrawal lessons with specialist teacher or LSA programme of support, including literacy/numeracy and language skills development, withdrawal from Modern Foreign Languages, life skills development. Here students receive a personalised learning programme and the opportunity for independent study.
- Emotional Literacy Support Assistance (ELSA)
- Counselling opportunities before, during and after school, by pastoral staff and external counselling services.
- Mentoring opportunities by teaching staff and LSAs
- After school clubs, including homework support and study support sessions
- Home/school support programmes and liaison
- In exceptional circumstances, temporary or permanent modification or disapplication of the National Curriculum
- At Key Stage 4, alternative courses to GCSE subjects or a reduced GCSE commitment with opportunities for personal study and/or work related learning
- The school continues to explore new ways in appropriately supporting students with a range of special educational needs
- Access to secondary outreach support through the Resourced Provision

- Behaviour Support Outreach at Rowhill School
- Personalised timetables which could include reduced timetable / flex school agreement
- Vocational Studies during KS4 which may include day release to college
- Access to Student Support for students with anxiety
- Dual placement
- Online learning from home such as Place to Learn
- Home Tutoring

APPENDIX B

Involvement with Educational Support Services

The Learning Support Department, Heads of Year, Senior Leadership and Management Team and the school as a whole, make full use of the educational support services, working closely with:

- Educational Psychology Service
- Education Welfare Service
- Careers Service/Connexions
- Specialist Teacher Advisors for communication and language, the visually impaired, hearing impaired, physically impaired, traveller team
- Bi-lingual advisory service
- EOTAS [Education other than at school] providing 'e' learning for students at risk of permanent exclusion

or school refusers

- EMTAS (Ethnic Minority and Traveller Service)
- YISP (Youth Inclusion and Support)
- CAMHS (Child and Adolescent Mental Health Service)
- Rowhill School (formerly known as Linden Centre) Outreach Student Support ('Talk it Out')
- Early Help Hub
- Child Protection and Social Services
- Mobility Officer
- Multi-agency Locality Teams (CAF- Common Assessment Framework)

and any other outside agencies necessary to support students with SEND.

Links with Medical, Social and Voluntary Organisations

- In-house First Aid and medical officer
- There is a visiting school nurse who undertakes medicals and regular vision and health checks.
- The school works closely with local Social Services organisations on behalf of certain students. A representative from school may attend a Case Conference.
- Advice is sought, when necessary, from the Speech and Language Therapy Service and the Occupational Therapy and Physiotherapy Services.
- Links are maintained with the Children's Health Clinic at Frimley

- The school welcomes advice and materials that benefit our students from voluntary organisations.

APPENDIX C

Evaluation Criteria

The following criteria will be used to evaluate the success of the school's SEND Policy:

- The percentage of students accessing the full school and National Curriculum.
- The number of students requiring lower levels of support, as shown by movement on the SEND Register.
- Evidence of differentiated teaching methods and programmes of study, including materials and equipment, in subject classes.
- The percentage of students with improved levels of literacy skills, using, as measures of progress, the standardised tests used for screening and assessment purposes.
- The percentage of students achieving the targets detailed through Progress 8 data and Individual Behaviour Plans, according to the success criteria there stated.
- Evidence of sound procedures for identification and assessment of, and appropriate provision for, all students who may have special educational needs.