



Robert
May's
School

SEND policy and information

Approved by: TLW Committee

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Contents

1. Aims.....	2
2. Legislation and guidance.....	2
3. Definitions	3
4. Roles and responsibilities.....	3
5. SEND information.....	4
6. Monitoring arrangements.....	10
7. Resourced Provision	10

1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

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.

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

In addition to the mainstream Learning Support Department, the school has a specialist Resourced Provision for 12 students with Autistic Spectrum Condition (ASC).

At Robert May's School, we are committed to offering a broad, balanced and inclusive curriculum to ensure the best possible progress for all students whatever their needs or abilities.

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 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 further education.
- 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.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for Students with SEND and disabilities

- [The Special Educational Needs and Disability Regulations 2015](#), which set out schools' responsibilities for education, health and care (EHC) plans, SENDCo and the SEND information report

This policy also complies with our Funding Agreement and Articles of Association.

3. Definitions

A pupil has SEND needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational 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.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Mrs. Melinda Hobson

The SENDCO will:

- Work with the Headteacher and SEND trustee to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual Students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that Students with SEND receive appropriate support and quality first teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential feeder schools and next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and board of trustees to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEND up to date

4.2 The SEND trustee

The SEND trustee will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Headteacher

The Headteacher will:

- Work with the SENDCO and SEND trustee to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with special educational needs and / or a disability
- Have overall responsibility for staffing the Resourced Provision according to the agreement with the local authority, and staffing in the mainstream support side of the school's work

4.4 Subject and form teachers

Each teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information

5.1 The checklists cover the four broad categories of SEND which are provided for:

- Cognition and learning, for example Specific Learning difficulties (SpLD) e.g. dyslexia, dyscalculia, dyspraxia, dysgraphia
- Communication and interaction, for example, autistic spectrum condition including Asperger's Syndrome (ASC), speech and language difficulties (SLCN)
- Social, emotional and mental health difficulties (SEMH), for example, attention deficit hyperactivity disorder (ADHD), anxiety disorders
- Physical (PD) and sensory needs, for example, visual impairments (VI), hearing impairments(HI), processing difficulties, epilepsy

The school uses the Hampshire County Council criteria to identify students who should be on the SEND Register. <http://documents.hants.gov.uk/education/sen-support.pdf>

Those students without an EHCP but who meet the criteria are placed on the register as SEND support students – the support to be given through Quality First Teaching.

5.2 Identifying Students with SEND and assessing their needs

The school believes that early identification, assessment and provision for a student who may have SEND need or challenge is essential. The procedures begin with liaison with primary schools. In the summer term the Learning Support Manager visits all feeder schools to discuss and review 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 Manager is included in the transition meetings to ensure the transition between schools goes as smoothly as possible.

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Subject teachers will make regular assessments of progress for all students and identify those whose progress:

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

- Fails to close the attainment gap between the student and their peers. This may include progress in areas other than attainment, for example, social needs.

Students will be identified 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, Educational Psychologist reports
- Screening assessments and collation of other factual data on entry to Year 7
- Cognitive Ability Tests (CAT) results.
- 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 as cause for concerns raised through subject teachers, the Head of Year and the Learning Support team.

Lack of progress and low attainment will not automatically mean a pupil is recorded as having SEND.

5.3 SEND Register

Students identified as having SEND are placed on the school's SEND Register.

- The SENDCo and/or Manager of Learning Support will inform parents and key staff of the specific nature and extent of the identified students' educational needs.
- The Register is reviewed as and when required, at least monthly 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.
- 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.

5.4 Consulting and involving students and parents

We will have an early discussion with the student, their teachers and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the student
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's records.

We will formally notify parents when it is decided that a student will receive SEND support.

5.5 Assessing and reviewing Students' progress towards outcomes

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

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

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The student's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

We review the provision for SEND students regularly through tracking the detailed Provision Map which registers all the additional support received outside of Quality First Teaching.

All teachers and support staff who work with the students will be made aware of their needs (via SIMS, One Page Profiles, information on the school intranet and e-mail communication); the outcomes sought; the support provided and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

If it is proposed that an Educational Health Care plan or special educational provision is required, we will focus on the desired outcomes, including the expected progress and attainment; interventions evidence of behaviours (ABCCD) and the views and the wishes of the student and their parents. We will use this to assess if there is a need for an EHCP.

5.6 Supporting Students moving between phases and preparing for adulthood

We will ensure that transition is as smooth and effective as possible with close liaison and information sharing considering each individual student's needs and challenges (both academic and pastorally).

- Transition meetings with both feeder and non-feeder schools for all SEND needs occur during Year 6 and from Year 11 to post 16 provision.
- 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 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 post 16 education and alternative pathways.
- In Year 11 we work closely with students and colleges in order to support the selection of further provision and prepare them for adulthood. We will share information with future placements including SEND information and Access Arrangements.

5.7 Our approach to teaching students with SEND

- Teachers are responsible and accountable for the progress and development of all the students in their class.
- Quality First Teaching is our first step in responding to students who have SEND. This will be differentiated for individual students.
- 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 a set amount of allocated hours within their EHCP – they are allocated according to need.
- The LSAs work with the subject teachers on appropriate intervention strategies and appropriate differentiation.

5.8 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font,
- Learning support assistance in class or for small group or 1:1 sessions in the HUBL
- 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
- In exceptional circumstances, temporary or permanent modification or disapplication of the National Curriculum
- Behaviour Support Outreach at Rowhill School
- Personalised timetables which could include reduced timetable.
- 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

5.9 Additional support for learning

We have equivalent of 13 full time LSAs (Learning Support Assistants) in the HUBL and 8.2 full time LSAs in the RP and 1 full time ELSA

Teaching assistants change to LSAs will support Students on a 1:1 basis when students require specific academic support in the classroom, HUBL or RP

LSAs will support Students in small groups when directed by the subject teacher (during times when the teacher is working with the EHCP students)

We work with the following agencies to provide support for Students with SEND:

- Ace Children's Occupational Therapy Limited
- Communication and **Language (CaL)** Team
- Educational Psychologists
- CBT therapists

5.10 Expertise and training of staff

Our SENDCo has 25 years' experience in this role and has worked at Robert May's as SENDCo and RP Manager since January 2016.

In the last academic year, staff have been trained in OT, CAL, PDA, CBT, Mental Health, ASC,

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their targets
- Reviewing the impact of interventions after a variable number of weeks
- Using student questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for students with EHC plans
- Learning Walks/lesson observations

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 and Provision Maps.
- 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 and Attainment 8 data
- Evidence of sound procedures for identification and assessment of, and appropriate provision for, all students who may have special educational needs.

5.12 Enabling students with SEND to engage in activities available to those in the school who do not have SEND

- All of our extra-curricular activities and school visits are available to all our students, including our after-school clubs.
- All students are encouraged to go on our residential trips.
- All students are encouraged to take part in sports day/school plays/special workshops, etc. No student is ever excluded from taking part in these activities because of their SEND or disability.
- The school has an accessibility plan.

5.13 Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEND are encouraged to be part of the school council
- Students with SEND are also encouraged to be part of the HUBL club to promote teamwork/build friendships etc.

5.14 Working with other agencies

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
- Speech and Language Therapy Service
- Occupational Therapy and
- Physiotherapy Services.
- Disability Specialist teacher
- Careers Service/Connexions

- Visually impaired,
- Hearing impaired,
- 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 Outreach Student Support
- Early Help Hub
- Multi-agency Locality Teams (CAF- Common Assessment Framework) and other outside agencies necessary to support students with SEND.

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the Tutor or Head of Year in the first instance. 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 the SENDCo.

Parents are then referred to the school's complaints policy if they are not satisfied with the responses received.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details for raising concerns or queries for parents of Students with SEND

Resourced Provision Manager/ SENDCo – Mrs. Melinda Hobson	melinda.hobson@rmays.com
Learning Support Manager – Mrs. Lynne Parker	lynne.parker@rmays.com
Deputy Manager of Resourced Provision – Mrs. Julie Chapman	julie.chapman@rmays.com

5.17 Funding

The school is 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.

6. Monitoring arrangements

This policy and information report will be reviewed by Mrs. Melinda Hobson (SENDCo) annually. It will also be updated if any changes to the information are made during the year.

It will be further reviewed and approved by the board of trustees.

7. The Resourced Provision

The Resourced Provision, for students who have an EHCP for ASC, opened in September 2002, to provide places for up to twelve students. It is an in-school provision developed in partnership with Hampshire County Council SEND professionals. The legal basis on which it was formed is described in the *Agreement in Respect of Resourced Provision for Children with Special Educational Needs at Robert May's School*, dated April 2012.

The provision allows space for learning support, CaL and occupational therapy. This provision also has a kitchen area, toilets, a shower room and areas for students to relax including a calm room which doubles up for therapy sessions and exams. Each student has their own personalised workstation which they can use during the school day. Students are able to use laptops and voice activated technology (if required) to assist their learning.

Applications to attend Robert May's School Resourced Provision must go via the Local Authority, not directly to the school. Students in the Resourced Provision are selected by Hampshire County Council Children's Services SEND officers 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.

The SENDCo is also the Manager of the Resourced Provision and is responsible for the co-ordination of provision for the students and the Learning Support Assistants (LSAs). Training needs are tailored to the requirements of the work and individual students. They may be supported in class or withdrawn to work within the RP. There is a clear expectation that students who are on roll in the Resourced Provision should, ideally, be able to access mostly mainstream lessons with individual LSA support in classrooms. LSAs are involved in target setting, tracking, monitoring and reviewing and have responsibility for individual students throughout the year. They contribute to students' Annual Reviews.

This partnership means that the Local Authority can monitor, recommend, review and advise on any aspects of the Resourced Provision's work.

As Robert May's School expands its mainstream numbers on roll, it is expected that the Resourced Provision roll will increase proportionately.

[End of policy document]