

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 co-ordinating 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.

I 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 person responsible for the day to day co-ordination of the school's education for students with SEN is:

Miss M Ellis – SENCo/Head of Learning Support

3 Co-ordination of SEN Provision

The SENCo is the focal point for information on day to day issues relating to SEN. 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 Principal 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 operates a small bespoke curriculum for those students who are unable to access our mainstream curriculum.

6 Facilities for SEN

- The school has a dedicated centre for Learning Support.
- There are access stair lifts in south school to enable indoor access to the library 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 timetable lessons in the Learning Support Centre or through support in class.

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 SEN profile.

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 SEN Profile which is made available to all staff
- through base line testing of all students at the end of Year 8 prior to entry to 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 SEN 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 being at **Stage 2 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. 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 profile at SEN Support a twice yearly review report is produced and sent home for parents to read. Review meetings can then take place should they be required at the parents' request. For those with an Education, Health and Care Plan there is an annual review of the statement in line with the SEN Code of Practice 2001 requirements in addition to these two 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.

IEP profiles detailing the needs of the students as well as strategies for supporting the needs and targets set are available to all staff via the school network. As students enter year 9, parents are asked to contribute to this profile 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.

The school also welcomes and encourages close home school links and the SENCo, 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 attends all parents evenings and open evenings. The SENCo will, where necessary, ask parents to come into school to discuss any concerns that staff may have. Parents are similarly welcome to request a meeting 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 SEN 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 written request of the parents and considered by staff.

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

The link governor uses the SEF and learning support departmental annual review alongside data of assessment achievements to evaluate the effectiveness of the provision offered to students with SEN. 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 the Bedfordshire Parent Partnership, an independent support body that works with parents and children with SEN. Further advice on parental rights can be obtained from the SEND Support Team at Central Bedfordshire Council.

13 Continual Professional Development

The governing body are 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 after school CPD workshops on specific learning needs
- informs Senior Management and relevant Heads of Department of suitable CPD opportunities that may be recommended
- 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:

- subscribes to a number of professional journals
- is a member of NASEN (National Association of Special Educational Needs)
- attends an annual SEN conference
- 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 course during school wide INSET days
- through full or partial funding for external certification in Learning Support/Higher Level Support Assistant status
- through attendance on INSET courses

14 Use of Outside Agencies

Links have been established with specialists throughout Central Beds LA and other agencies eg ASD Advisory 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 SEN, 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 IEPs, choosing options, work experience and transition into post 16 education or training. Parents are welcome to contact the SENCo at the school with any questions or concerns and to request a 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 SEN 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 and School Inclusion.
- 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 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 Principal.

Other policies that share relevance

Admissions

Curriculum

Pastoral Care and Guidance

Education of refugees and asylum seeking students

Date approved by governing body	June 2017
Date for review	June 2020

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.

The EHC plan template for Central Bedfordshire can be found at

<http://www.centralbedfordshire.gov.uk/learning/local-offer/education/default.aspx>

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.

School Action and School Action Plus

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: http://www.centralbedfordshire.gov.uk/Images/5-16_tcm3-4839.pdf

Redborne Upper School – SEND Information

SENCo Megan Ellis, Contact number 01525 842642 (stmellis@redborne.com)

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 13-18 Upper School of over 1500 students, more than 400 of whom are in the Sixth Form. We were graded as “outstanding” in our most recent OFSTED inspection and have been designated a Leadership Development School by The National College and a Leading Edge School.

In April 2011, we were granted Academy Status by the government and as such 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).

Identifying pupils with SEND	<ul style="list-style-type: none"><input type="checkbox"/> Good transition arrangements to ensure early identification<input type="checkbox"/> Teacher and parents concerns about a pupil's progress are shared and interventions through discussion and observation<input type="checkbox"/> Whole school data analysed from formal and informal assessment<input type="checkbox"/> Communication with parents to ensure a co-ordinated plan is produced
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Consulting parents and children with SEND and involving them in their education.	<ul style="list-style-type: none"> <input type="checkbox"/> Regular contact with SENCo and Learning Support team. <input type="checkbox"/> Annual review meetings <input type="checkbox"/> Parent consultation evenings <input type="checkbox"/> IEP (Individual Education Plan) reports 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. <input type="checkbox"/> Home/school communication via home/school books or email as appropriate
Assessing and reviewing pupils' progress	<ul style="list-style-type: none"> <input type="checkbox"/> Tracking progress in pupils' reading and spelling ages <input type="checkbox"/> Tracking pupil progress against what was achieved previously and what students are expected to achieve in the future <input type="checkbox"/> IEP targets set and reviewed twice yearly with additional full school report and half termly progress checks <input type="checkbox"/> IEP targets discussed at parents' evening if appropriate <input type="checkbox"/> Review of Statements and/or Education Health Care Plans
Supporting children with SEND in moving between phases of education and in preparing for adulthood	<ul style="list-style-type: none"> <input type="checkbox"/> Meetings with middle school SENCos <input type="checkbox"/> Up to 5 transition days throughout year 8 starting in November <input type="checkbox"/> SENCo involvement in Annual Reviews from year 7 <input type="checkbox"/> SENCo visits to middle schools and TA visits to students who may need additional transition support <input type="checkbox"/> TAs work on building independence in preparation for further education and employment <input type="checkbox"/> 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
Teaching children with SEND	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers are fully informed of all pupils' needs and regular information updates are provided <input type="checkbox"/> Classwork and homework differentiated to allow pupils to work at their level and succeed in their learning <input type="checkbox"/> Small Learning Support classes for boosting literacy, numeracy, organisation and social skills designed to raise students' self-confidence and self-esteem about learning <input type="checkbox"/> An expectation that staff implement strategies for all children as advised by SENCo

Adaptations to the curriculum and learning environment for children with SEND	<ul style="list-style-type: none"> <input type="checkbox"/> Differentiated work and resources in class <ul style="list-style-type: none"> <input type="checkbox"/> 1-1 and small group boosters provided outside of lessons These include mainly IT software programmes to promote independent learning; www.spellzone.com, Lexia, www.typeonline.co.uk, www.spreeder.com <input type="checkbox"/> Additional resources provided to meet specific needs <input type="checkbox"/> School environment adapted to meet accessibility needs e.g ramps and stair lifts for children with physical disabilities <input type="checkbox"/> Variety of Entry level courses for students performing below GCSE level; <ul style="list-style-type: none"> <input type="checkbox"/> Crest Award (Science) <input type="checkbox"/> Edexcel ICT Skills for Life <input type="checkbox"/> Number and Measure <input type="checkbox"/> Entry Level English
Expertise and staff training to support pupils with SEND	<ul style="list-style-type: none"> <input type="checkbox"/> 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 <input type="checkbox"/> SENCo and TA meetings with a variety of outside agencies <input type="checkbox"/> Specialist TAs secured through experience and training in specific areas, e.g speech and language, Autism <input type="checkbox"/> Support from Local Authority (LA) specialists
Evaluating the effectiveness of the provision made for children with SEND	<ul style="list-style-type: none"> <input type="checkbox"/> SENCo and line manager have regular meetings, reviewing data and interventions <input type="checkbox"/> Regular department meetings <input type="checkbox"/> TA observations by SENCo <input type="checkbox"/> SLT Learning Walks across the school
How pupils with SEN are engaged in activities with those without SEND	<ul style="list-style-type: none"> <input type="checkbox"/> Differentiated work and resources allow pupils to be involved in whole class activities <input type="checkbox"/> Subjects other than English, Maths and Science are taught in mixed ability classes and in tutor group classes providing inclusive classroom settings <input type="checkbox"/> Use of specialist equipment and resources to allow full integration <input type="checkbox"/> Appropriate seating plans

Support for improving social and emotional development	<input type="checkbox"/> Key worker scheme (regular mentoring with an assigned TA/teacher) <input type="checkbox"/> Personal Wellbeing curriculum <input type="checkbox"/> LS Football team <input type="checkbox"/> Break and Lunch club with conversational skills <input type="checkbox"/> Extra-curricular activities <input type="checkbox"/> Time out or Spectrum pass if needed, allowing students time to calm down in a quiet environment with adult support available, when necessary.
How the school involves outside agencies	<input type="checkbox"/> Referral forms/EHA (Early Help Assessment) forms (A referral form designed to outline difficulties that a central board can advise on appropriate interventions) <input type="checkbox"/> Education Psychology involvement if necessary <input type="checkbox"/> 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 <input type="checkbox"/> Advice sought through correspondence with specialist teachers <input type="checkbox"/> Meetings with Local Authority specialists who can advise on ways to support young people with a variety of learning, sensory and physical needs <input type="checkbox"/> Teacher/TA training <input type="checkbox"/> Pupil 1-1 work with outside agencies