Redborne Upper School

Special Education Needs and Disabilities Policy

This policy will be evaluated and reviewed every year by the SENDCo (Ben Middleton)

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

Date approved by governors: October 2026

Date of union consultation:

Date for review: October 2027

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School acknowledgement

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 and Disabilities to ensure that they have equality of opportunity in order to fulfil their potential.

The school appoints a Special Educational Needs and Disabilities Coordinator (known as SENDCo) and is the Head of Learning Support, who oversees the day to day operations of the Learning Support Department as well as coordinating provision across the whole school ensuring that all staff are meeting the needs of students with learning difficulties and disabilities.

The work of the SENDCo is overseen by a named member of the Senior Leadership Team (SLT) and by a named member of the Governing Body. The objectives of the SENDCo are to:

- To provide students with Special Educational Needs and Disabilities (SEND) with equal opportunities to access the National Curriculum, as far as is reasonably possible.
- To ensure that students with Special Educational Needs and Disabilities are effectively identified, assessed, monitored and supported.
- To provide opportunities for all students with SEND 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 SEND.

Special Educational Needs and Disabilities Policy

1. Day to day coordination

1.1 The responsibility for the day to day coordination of the school's education for students with SEND lies with:

Mr B Middleton – SENDCo/Head of Learning Support

1.2 To support the SENDCo in this role are:

Kirsty Wheeler: Deputy Headteacher
Lorna Lopez: Deputy SENDCo
Sarah Baker: SEND Administrator

2. Coordination of SEND Provision

2.1 The SENDCo is the focal point for information on day to day issues relating to SEND. There is close liaison between the Heads of Faculty, Heads of Year, Senior Leadership Team and the SENDCo.

2.2 The SENDCo in turn reports directly to the delegated member of the SLT and onwards to the Headteacher and governing body.

2.3 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.

3. Admissions

3.1 The School's admission policy for students with Special Educational Needs and Disabilities 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.

3.2 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.

4. Facilities for SEND

4.1 The school has the following facilities to support students:

- Some dedicated areas for Learning Support provision around the school.
- There are access lifts in the library. The school is equipped with ramps to most external entrance points to facilitate access by those using wheelchairs. Most internal doors are accessible by wheelchair.
- There are 3 disabled-access toilets in school.
- There are several items of adjustable height furniture within the 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.

5. Resources

5.1 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.

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

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

5.4 There is provision for the emotional needs of students via the pastoral support staff, allocated key workers, our two neurodiverse leads, staff who have undergone ELSA (Emotional Literacy Support Assistant) training. personal guidance and mentoring.

5.5 Priority is given to those on the SEND register, at Redborne this is recorded as Waves 3 and above, but there may be occasions where students access support without being identified as on the SEND register (Waves 1 and 2).

6. Needs Identification, Assessment and Review

6.1 Identification - Students with SEND needs are identified through a number of different routes:

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

6.2 Staff concerns are raised by the individual teacher with their head of department or the student's form tutor. We follow a graduated approach using the APDR (assess, plan, do, review) cycle as recommended by the SEND code of practice, 2015. This is also shown on the SEND pages of the website.

6.3 Staff are asked to consider carefully whether the student meets the SEND benchmark of requiring intervention, beyond quality first 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).

6.4 For a referral to the next Wave is made, the concept of 'adequate progress' is central. Where adequate progress is not made through intervention within the classroom and then subject leader, additional support may be sought from the learning support team and appropriate interventions will be tried, moving the child to Wave 3 and onto the school's SEND register.

6.5 Parental concerns are raised initially with the subject teacher and/or the form tutor and the graduated approach is followed. 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 SEND team. In these cases the parents are invited to discuss their concerns and an agreed plan of action is determined.

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

6.7 Review - All parents can see the information we share with teachers on the Edvantage, our in school online portal, about their child, upon request and as part of our Assess, Plan, Do, Review (APDR) cycle each term for those who are on our SEND register. All students on the SEND register will have a profile on our information portal outlining their needs. This information will be reviewed termly. For those with an Education, Health and Care Plan there is an annual review in line with the SEND Code of Practice 2015, in addition to the termly reviews. Where appropriate, adults involved in the support of the young person other than those at Redborne Upper School may be invited to contribute to the annual review process.

6.8 As students enter Year 9, parents of pupils on the SEND register are asked to contribute to a student's profile to support transition from middle school. This usually takes place during the Meet the SENDCo sessions which are held in the Summer Term of Year 8. The pupil's SEND student profile is shared with parents/carers in the first half-term to ensure that parents/carers know how we are supporting their child and to ensure that the information is accurate and correctly addresses identified needs.

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

7. Access to a Broad and Balanced Curriculum

7.1 All students have an 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.

7.2 Wherever possible the student will remain in the class although reasonable adjustments will be made to support access to that subject area.

8. Students with SEND and their engagement in activities within school

8.1 Wherever possible all students participate together. Reasonable 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.

8.2 There is no planned withdrawal of access to school activities. Any withdrawal is at the written request of the parents/carers and considered by relevant staff.

9. Governing Body evaluation of success of education offered to students with SEND

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

10. Complaints Procedures

10.1 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.

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

11. Continual Professional Development

11.1 CPD to support working with students with SEND is ongoing for all staff and is an ongoing strategic priority.

11.2 These opportunities are in line with the training needs identified both on a personal and departmental level through the school's self review procedures.

11.3 The SENDCo:

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

11.4 In order to ensure the SENDCo is aware of recent developments in SEND provision and legislation, the SENDCo:

- Attends annual update training courses.
- Attends relevant CPD, Inclusion and/or Examination board courses.

11.5 Learning Support Assistants are encouraged to undertake ongoing CPD:

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

12. Use of Outside Agencies

12.1 Links have been established with specialists throughout Central Beds LA and other agencies e.g. ASD Advisory Outreach Team, speech and language, physiotherapists and occupational therapists for support and training when needed.

12.2 This is delivered both to specialist learning support staff and the rest of the school staff population when required.

13. Role of Parents and Carers

13.1 As with all students, parents are asked to support the school in terms of uniform, behaviour and homework.

13.2 For students with SEND, home-school contact is essential for both parties to get a full and accurate view of the situation.

13.3 Parents are involved in planning support for the student on an ongoing basis but particularly in relation to annual reviews, reviewing SEND profiles, choosing options, work experience and transition into post 16 education or training.

14. External Links

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

14.2 These arrangements include:

- Termly liaison meetings with the feeder schools' SENDCo plus additional arrangements for the Year 8 into 9 transfer.
- Regular informal contact with other local upper school SENDCo to share best practice and professional knowledge.
- SENDCo attendance at multi-agency meetings.

- Close working relationship with all relevant local authority departments, including the SEND Support team.
- Where necessary, longer term transition support (for instance in the case of students with autistic spectrum conditions) and liaison with specialist provision within the county.

15. Child Health, Social Care and Access and Inclusion Service

15.1 Regular meetings are held with all the above agencies at which heads of year, SENDCo and the deputy head responsible for student welfare are in attendance.

15.2 Fortnightly year team meetings are held with the Attendance Officer for the LA, year staff, PSO's and deputy head and relevant information is fed back to the SENDCo.

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

Appendices

Appendix 1: Further information about the context of the school

SEND Information:

SENDCo – Mr Ben Middleton –SEND@redborne.com

School phone number – 01525 404462

Contact is best made by email in the first instance. This is a busy inbox and we aim to respond in full to emails within 10 working days.

Overview of Redborne Upper School

Redborne is a very successful, oversubscribed Upper School of over 1,600 students, 450 of whom are in the Sixth Form. Over 80% of our Sixth Form go onto university, including Oxbridge, medical school and degree apprenticeships.

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

We are proud of our academic record, our extensive extra-curricular work, our community links and our strong 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 quality first 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 work to ensure 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.

Education, Health and Care Plan (EHCP) for children and young people with complex needs. There is an emphasis in these plans on personal goals and will describe the support a child will receive while they are in education or training. The plans are used to ensure:

- All of the information about the child or young person is in the same

place.
- All of the professionals involved are fully aware of all the child's needs so that they plan together for how to meet them.

Where a child has an EHC plan, funding is allocated to that pupil from the local authority to meet their needs. The amount and how it can be spent is agreed in consultation with the council.

EHCPs and the related provisions are reviewed annually in consultation with parents/carers.

SEND Support

Children with identified needs and require support above and beyond what can be administered by the class teacher will come under our Wave 3 plus provision. Our website details the support and programmes we offer.

All students are entitled to quality first 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 approach.

The graduated approach has been drafted in the light of national guidance and can be found at:
https://localoffer.centralbedfordshire.gov.uk/kb5/centralbedfordshire/directory/advice.page?id=lXvdKxC60cw

Appendix 2: Common procedures and practices to support Special Educational Needs and Disabilities (SEND)

Identifying pupils with SEND	● Good transition arrangements to ensure early identification. ● Teacher and parents concerns about a pupil's progress are shared and interventions through discussion and observation. ● Whole school data analysed from formal and informal assessment. ● Communication with parents to ensure a coordinated plan is produced.
Consulting parents and children with SEND and involving them in their education.	● Regular contact with SENDCo and Learning Support team. ● Annual review meetings. ● Parent consultation evenings. ● SEND Plans on Edvantage and Bromcom, 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. ● Termly reporting of the APDR cycle.
Assessing and reviewing pupils' progress	● Tracking progress in pupils' literacy and numeracy development. ● Tracking pupil progress against what was achieved previously and what students are expected to achieve in the future. ● Targets set and reviewed through the school reporting system. ● Specific SEND targets/outcomes are planned and supported as part of our APDR process and related reports. ● Annual review of Education Health Care Plans.

Supporting children with SEND in moving between phases of education and in preparing for adulthood	● Meetings with middle school SENDCos. ● Opportunities to meet the SENDCo team during the Year 8 open evening event. ● Up to 5 transition events throughout Year 8. ● Potential for SENDCo involvement in Annual Reviews from Year 7. ● Meet the SENDCo opportunities for Year 8 pupils and parents/carers. ● SENDCo visits to middle schools and TA visits to students who may need additional transition support. ● Staff work on building pupil independence in preparation for further education and employment. ● Students to receive careers advice when choosing GCSE subjects. ● Meetings between the SENDCo, the young person and the parents to be arranged to ensure the right pathways are being followed if necessary. ● Guidance is shared with parents/carers and pupils about post 16 options. Our in school careers guidance team can support pupils in making informed decisions about post 16 opportunities. Further guidance and support can be administered and requested for pupils who may need additional guidance with this process.
Teaching children with SEND	● Teachers are fully informed of all students' needs and regular information updates are provided through the use of the school dashboard; staff meetings/training and email communication. ● Teachers are trained to teach using strategies that support specific disabilities such as ASD, ADHD and dyslexia. ● In year 9 small Learning Support classes for boosting literacy, numeracy, organisation and social skills designed to raise students' self-confidence and self-esteem about learning, ● At KS4, selected students can opt to take Learning Support lessons as an option, to have additional English and maths support with specialist teachers, ● Staff implement strategies for all children as advised by SENDCo. ● Additional interventions to support pupil's understanding and progress in reading, literacy and numeracy are delivered by members of the learning support team.

Adaptations to the curriculum and learning environment for children with SEND	● Differentiated work and resources in class. ● 1-1 and small group boosters provided outside of lessons where the need for this level of support has been identified and is available. ● Additional resources provided to meet specific needs. ● School environment adapted to meet accessibility needs e.g. ramps, lifts and stair lifts for children with physical disabilities. ● Variety of Entry level courses and alternative qualifications for students in English and Maths.
Expertise and staff training to support pupils with SEND	● Regular training for both Teachers and Teaching Assistants from specialist teachers linked to Autism, sensory and physical impairments, speech and language difficulties, Downs syndrome etc as appropriate. ● SENDCo and TA meetings with a variety of outside agencies. ● Support from Local Authority (LA) specialists. ● Regular whole school SEND briefings to allow for training with Special Educational Needs and Disabilities and SEND related information sharing.
Evaluating the effectiveness of the provision made for children with SEND	● SENDCo and line manager have regular meetings, reviewing data and interventions. ● Regular department meetings. ● TA observations by SENDCo. ● Reviewing and analysing pupil progress data. ● The APDR review process. ● SLT Learning Walks across the school.
How pupils with SEND are engaged in activities with those without SEND	● Quality first teaching. ● Differentiated work and resources allow students to be involved in whole class activities. ● Subjects other than maths and science are taught in mixed ability classes and in tutor group classes. providing inclusive classroom settings. ● Use of specialist equipment and resources to allow full integration. ● Appropriate seating plans.

Support for improving social and emotional development	● Key worker scheme (regular mentoring with an assigned TA/teacher). ● PSHE curriculum integrated into tutor time and citizenship lessons. ● Break and Lunch club to aid conversational skills and emotional support. ● Extra-curricular activities, such as access to our learning support base during break and lunch times, and LS football club to support social interaction. ● Time out pass if needed, allowing students time to regulate in a quiet environment with adult support available, when necessary. ● BASE to provide mentoring and support for students who struggle with their behaviour in the classroom. ● Targeted interventions run by our neurodivergent leads and inclusion support officer.
How the school involves outside agencies	● By referring to appropriate agencies, for example EHA (Early Help Assessment) forms (A referral form designed to outline difficulties so that a central board at the local authority can advise on appropriate interventions). ● Education Psychology involvement if necessary. ● Links to local Special Schools and Alternative Curriculum Provision for students at risk of exclusion or for those whom standard educational provision may not suit. ● Advice sought through correspondence with specialist teachers. ● Meetings with Local Authority specialists who can advise on ways to support young people with a variety of learning, sensory and physical needs. ● Pupil 1-1 work with outside agencies when the need arises. ● Teacher/TA training. ● A graduated pathway is followed before referral to the Portal for ASD and ADHD.