

SPECIAL EDUCATIONAL NEEDS POLICY

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RISE LEARNING ZONE

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Introduction

RISE is a learning community which aims to promote the mutual respect and understanding and an effective education for all its students. RISE Learning Zone believes that all children and young people should be equally valued and therefore will do all we can do to promote equality of opportunity and outcomes, and to help develop a learning environment where all children and young people can flourish and feel safe.

All young people should have access to a broad, balanced and relevant curriculum, with teaching and learning strategies that maximise achievement and prevent failure by removing barriers to learning and providing access to a wide range of learning challenges.

This policy refers to children and young people with special educational needs (SEND) including why and how RISE works with them. The guiding principle which informs this policy is ensuring that students with SEND are given equal opportunities with their peers to fulfill their academic and personal potential and are helped to feel worthy and important members of the wider community.

Definition of SEND

The Education Act 1996 states that a child has special educational needs if s/he has a significantly greater difficulty in learning than the majority of children in the same age group or has a disability which either prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of the same age group in mainstream schools within the local authority. Special educational provision includes that which is in addition to, or different from the provision generally made for children of the same age.

The legal definition of disability is not the same as the definition of special

educational needs. The Disability Discrimination Act (DDA) 1995 defines disability as 'a person with a physical or mental impairment which has a substantial long-term adverse effect on their ability to carry out normal day-to-day activities.'

This policy refers to alternative provision at RISE and protocol for students who have been diagnosed with SEND.

Students with SEND admitted to RISE could have difficulties with one or more of:

- Cognition and Learning,
- Communication and Interaction,
- Behaviour, Emotional and Social, or • Sensory and/or Physical

Vision and Aims

The aims of this policy are:

- To ensure that RISE fully complies with the requirements of the Education Act 1996, the SEND Regulations, the SEND Code of Practice 2001 Disability Discrimination Act 1995 and 2005, SEND and other statutory guidance are implemented effectively within RISE,
- To ensure that every student with special educational needs:
 - is fully included in provision life regardless of their particular special educational needs, - is a successful learner,
 - is supported to learn at a pace appropriate to their abilities and development,
 - has their strengths and capabilities recognised and valued and any additional needs supported, whether these are social, behavioural, physical, medical, emotional or academic, and
 - have the maximum opportunity to achieve the five Every Child Matters outcomes:
 - be healthy,
 - stay safe,
 - enjoy and achieve,

- make a positive contribution, and
- achieve economic well being.

Objectives of RISE, in making provision for students with SEND:

- Do our best to ensure that the necessary provision is made for any student who has SEND,
- Determine the role of the RISE Welfare Officer (RWO) and the external referring SENDCo in relation to the leadership and management of SEND provision,
- Determine the key responsibilities of the RWO & SENDCo and monitor the effectiveness of the RWO & SENDCo in undertaking those responsibilities,
- Make sure that all staff are aware of the importance of identifying and making provision for students with SEND,
- Make sure that students with SEND join in the activities of RISE together with students who do not have SEND, so far as is reasonably practical. Factors that may come into consideration are whether the activities are compatible with the student receiving the SEND provision, the efficient education of the students with whom they are educated, and the efficient use of resources,
- Make sure that students are made known to all staff who are likely to teach them,
- Ensure that support is specific and appropriate,
- All staff work towards the improvement of literacy and numeracy standards in RISE,
- Ensure that all support services which are available from the referring schools, local authority and local health trust are deployed and managed effectively,
- Help students with behavioural difficulties to work to improve their behaviour,
- Ensure that all staff are aware of the SEND policy of RISE and work appropriately with all SEND children,
- Have regard to the SEND Code of Practice when carrying out its duties toward all students with SEND, • Ensure that there is a successful partnership between parents and RISE in relation to individual student needs,
- Report to parents on the implementation of RISE's SEND policy, and
- Consult the local authority and governing body of other local schools, when it seems to be necessary or desirable so as to co-ordinate SEND provision in the local area.

Implementation

RISE has regard to all the requirements of the SEND Code of Practice (2001). The SEND Code promotes a common and graduated approach to identifying, assessing and providing for students' special educational needs. The approach is a model of action and intervention to help students who have SEND make, at the very least, adequate progress and successfully access the curriculum. It recognises that there is a continuum of SEND and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a student may be experiencing.

The focus of the graduated response is on improving teaching and learning at all times. Teaching staff are expected to look carefully at how they organise their lessons, the classroom, the books and materials they give to each student and the way they teach and assess progress. So all teaching staff will consider a number of options and choose from a range of activities to identify the most appropriate ways to help each student learn. This is one way of personalising teaching and learning.

Co-ordination of RISE's special educational provision

The RWO is responsible for coordinating the day to day provision of education for students with special educational needs at RISE.

The arrangements for co-ordinating the provision of education for students with special educational needs at RISE

Identification and Assessment

- Wherever possible, RWO to attend meetings & reviews of students with statements of SEND transferring to RISE,
- RWO to liaise with partner schools to identify and plan to support children with known SEND issues,
- Reading and spelling age testing is carried out for all students, along with Cognitive Ability Tests (CAT),
- Teaching and support staff identify students causing concern who may require additional support through their day to day dealings with them,
- Parents are encouraged to contact the RWO if they have concerns about the

progress of their child, and • Students may self-refer.

SEND Provision

Tutors and support staff receive training in identifying and supporting students who require an education offer that is additional to and different from the differentiated curriculum offered to all students.

Numeracy

- The Numeracy tutor works on whole school initiatives to improve numeracy. This includes work on key skills and an audit of need in maths,
- Support of KS4 curriculum, focusing on under achieving students: in-class support and intensive group work supporting class syllabus,
- Support for Entry Level Maths is available to KS4 students.

Literacy

- The Literacy tutor works on whole school initiatives to improve literacy. This includes work on key words, writing frames and an audit of need in spelling and reading,
- Students work in small groups for help with reading, writing and spelling,
- Students who have marked specific learning difficulties are given 1:1 support where possible.

Access arrangements for examinations are organised jointly by the RISE team led by the Examinations Officer. This can include 25% extra time, and/or provision of reader and /or scribe.

Support for Behavioural, Emotional and Social Difficulties

- Support workers in every class,
- Outside agency support co-ordinated by RWO, • Anger management workshops,
- Counselling referrals.

Provision for Sensory and/or physical needs

Arrangements can be made to provide:

- Motor skills workshops,
- Outside agency support from Sensory impairment service,
- Provision of an ICT support system for writing,
- Access to specialist teachers for Sensory impairment and/or physical needs,
- Medicines management and administration as set out in separate Medical Treatment of Students policy.

Provision for Communication and Interaction Difficulties

Arrangements can be made to provide:

- Speech and Language workshops
- Self-esteem workshops.

Student Progress

At the heart of the work in each class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities and interests of students. The majority of students will learn and make good progress within these arrangements. Good progress might be progress which:

- reduces the attainment gap between student and peers
- prevents the attainment gap growing wider
- matches or betters the student's previous rates of progress
- demonstrates an improvement in skills or behaviour
- demonstrates an improvement in self-help, social or personal skills
- ensures access to the full curriculum
- is likely to lead to appropriate accreditation
- is likely to lead to participation in further education, training and/or employment

Those students whose overall attainments or attainment in specific subjects fall significantly outside the expected range and who are not making adequate progress

may have special educational needs.

The procedures below follow the SEND Code of Practice. RISE employs a graduated response through interventions at school action level (SA), school action plus outside support (SA+) and Statements of SEND.

The graduated response to meeting individual needs starts once it is decided that a student may have SEND and immediately any SEND provision is made for that student. The key test is where the student is not making at least adequate progress or is unable to access the curriculum. The appropriate member of staff (RWO) will inform the student's parents as RISE starts making provision and will explain in detail the provision to be made for their child and how outcomes will be monitored and reviewed.

School action (SA)

Once a student is identified as having SEND the additional or different provision is described as School Action (SA). The Action could be further assessment, additional or different curriculum materials or a different way of teaching and it might sometimes but not always be additional adult support.

School action plus outside support (SA+)

If at a review, after a range of additional or different interventions have been tried for some time, the student is still not making at least satisfactory progress or is still unable to access the curriculum RISE, with parental agreement, may decide to move to interventions through SA+.

Initiating SA+ occurs when RISE asks for advice from the external support services, including the LA, or from health or social work professionals.

Strategies and interventions used are recorded in a student's Individual Learning Plan (ILP). ILPs are a teaching and planning tool. They are working documents for all teaching staff recording key short-term targets and strategies for an individual student that are different from or additional to those in place for the rest of the

group or class.

ILPs will focus on up to three or four key individual targets that will help meet the individual student's needs and particular priorities. The student's strengths and successes should underpin the targets set and the strategies used. Targets will relate to key areas in communication, literacy, mathematics or aspects of behaviour or physical skills. Sometimes strategies will be cross-curricular and sometimes subject specific. Success and/or exit criteria will also be included and student outcomes will be recorded and reviewed. Parents will be invited to an ILP Review meeting at least once a year.

Intervention packages will vary according to the level and type of need.

Staffing Arrangements

The RISE Welfare Officer (RWO) is responsible for:

- overseeing the day-to-day operation of RISE's SEND policy,
- liaising with and advising teaching staff,
- managing the tutors and learning support assistants/teaching assistants,
- coordinating provision for students with special educational needs,
- overseeing the records on all students with SEND,
- liaising with parents of students with SEND,
- contributing to the in-service training of staff,
- liaising with external agencies, including educational psychology services, careers services, medical and social services and voluntary bodies.

The staff team working specifically with students with SEND have specific responsibilities for, for example:

- considerable specialist knowledge in the areas of basic literacy and numeracy,
- expertise in working with vulnerable children and those with severe emotional and behavioural difficulties,
- providing support on a regular basis,
- providing or arranging speech and language interventions.

Differentiated work may be provided where this is appropriate and all members of the RISE team are available to give advice and help where this is requested.

All staff in RISE have a responsibility to understand the needs of, and work with the SEND students in their classes and to follow and contribute to, for example, ILPs, individual student plans, whole school provision.

SEND Admission Arrangements

The statement set out below sits alongside RISE's general Admissions Policy.

RISE must not discriminate against students or prospective students on the grounds of SEND and must admit them. RISE can admit students according to criteria, but such criteria must not discriminate on the grounds of SEND.

RISE must not discriminate against a child with SEND:

- in the arrangements they make for determining student admission to RISE, • in the terms on which they offer to admit a SEND child to RISE , or
- by refusing or deliberately omitting to accept an application for admission

Students with SEND but without statements must be treated at least as quickly as other students. Protocols must be in place to include arrangements that where there is a prior need for particular support or for reasonable adjustments to be made for students with SEND or disabilities, such children should be placed quickly by Local Authorities. RISE, therefore, must make their decisions in respect of such students within a reasonable timescale.

RISE must not refuse to admit children in or outside the normal admission round on the basis of their poor behaviour, whether or not such behaviour is identified as a SEND. They also must not refuse to admit a child thought to be potentially disruptive, or to exhibit challenging behaviour, on the grounds that the student should first be assessed for SEND.

Resources

- Learning support workers allocated to groups across the curriculum,
- special option in Key Stage 4 for students at a local FE College,
- off-site activities including work experience for selected students in Key Stage 4,
 - purchase and maintenance of specialist software,
- additional resources allocated,
- deployment of staff in line with statements,
- Learning Mentor support for short term intervention, or
- Learning Mentor small group support

Assessing Need

Identification of needs and determination of the particular individual needs of students is a collaborative process between referring schools and their SENDCo, the RWO, student and parents, with additional expertise provided as and when appropriate from an Educational Psychologist, and for example, LA or other advisory staff for autistic spectrum disorders, behaviour, specific learning difficulties, physical needs etc, the CAMHS team, speech and language therapy, occupational therapy, physiotherapy and medical and nursing services.

Needs and provision for students with statements of SEND is determined by the local authority, and are met through resources provided directly by the local authority and from RISE resources.

RISE ILPs/individual student plans are reviewed at least twice a year. Statutory reviews of statements take place at least annually or more frequently if the statement so requires. Interim or early reviews of statements are called where RISE identifies a student who is at serious risk of disaffection or exclusion and it is suspected that the existing provision may no longer be suitable.

Access

Students with SEND do not follow a different curriculum to other students. Where appropriate, reasonable steps are taken to modify the curriculum and make reasonable adjustments for students with SEND.

On many occasions such action will be the same or similar to arrangements made

for students with disabilities. It is only on the advice of the Educational Psychologist or a relevant health professional, or if it is set out in an individual student's statement, that any student would be disapplied from any aspect of the National Curriculum.

The SEND team helps students access the National Curriculum by:

- Helping students improve their literacy and numeracy skills,
- Ensuring all teaching staff have access to and have had training in helping students to improve their literacy skills,
- Supporting students in lessons,
- Helping staff develop differentiated schemes of work,
- Providing staff with alternative and appropriate teaching strategies and approaches, and
- Making information accessible in a range of different ways for SEND students.

Monitoring, Evaluation and Review

This is how RISE evaluates the success of the education which is provided for SEND student:

- RISE Development Plan presented at RISE Board Meetings,
- reports on special projects presented to RISE stakeholders via meetings,
- regular visits to the department by the nominated RISE board member and feedback from him/ her to the full board,
- RISE targets include reduction in permanent exclusions,
- Provision Mapping (audit of need and planning for support),
- SEND policy reviewed on an annual basis.

In addition RISE will monitor the work of the RWO through:

- considering reports that reflect the activities of the RWO and any current issues,
- considering reports from the RWO,
- inviting the RWO to attend meetings at regular intervals to report in person.

Complaints

Everyone at RISE is constantly striving further to improve the quality of education provided for students. The RISE Management Team is grateful to receive any comments about RISE's performance including suggestions for improvement.

Similarly any complaints should in the first instance be directed to the RWO. However, should a parent feel that his/her complaint has not been dealt with satisfactorily by the RWO he/she has the right to further action as explained in RISE's Complaints Policy.

External Support Services

- RISE uses the services of an educational psychologist for students who are demonstrating significant difficulties,
- The RWO involves other outside agencies including Social Services (see Child Protection Policy), Education Welfare Officer, Sensory Impaired Service, Occupational Therapists, and CAMHS.

Parents

RISE will ensure that parents and students are involved in decisions about what SEND provision should be made. RISE recognises that parents hold key information, knowledge and experience to contribute to the shared view of the best way to support behaviour and learning. The views of the students and their parents will be heard and incorporated into the planning to meet their needs.

The overriding aim is to have a productive partnership with parents

- The RWO ensures that parents are kept informed of the work done with their child and copies of ILPs/individual plans are sent home,
- Parents are encouraged to contact the RWO if there are concerns they wish to discuss,
- Parents are invited to contribute to review processes,
- All contact with parents is recorded.