

# Redhill School

# SEND Learning Support

# Policy



**Approved by: J Clayton**

**Date: March 2023**

**Last reviewed on:**

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## 1. Aims

Our SEN policy and information report aims to:

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

Redhill School is an 'inclusive school'. It is the school's aims to ensure that pupils with SEND are included in all aspects of school life and experience a fully inclusive curriculum. This is achieved by ensuring that the 4 areas of need, as set out in the SEN Code of Practice, are met: Cognition and Learning Needs, Social, Emotional and Mental Health Needs, Communication and Interaction needs and Sensory and/or Physical needs. Every student at Redhill School has the opportunity to follow all National Curriculum subjects, as well as following an appropriate personalised curriculum pathway. We are committed to narrowing the attainment gap between SEND and non-SEND students and feel that the growth and development of the individual student should be the focus of achievement.

Overall school aims:

- Provide high quality provision for those students with special educational needs relating to learning difficulties, to ensure they make progress, develop key skills and can access the full curriculum
- Mapping in the 4 core areas of need: cognition and learning, communication and interaction, social, emotional and mental health and sensory/physical impairment
- Continual tracking of students on the SEN register for progress and intervention needs
- Ensure all students have access to a full, broad and differentiated curriculum that meets the needs of individual learners
- All teachers understand they are responsible for meeting the needs of the students they teach
- Recognise that all learning happens alongside their physical, emotional, spiritual, moral and cultural development of the students
- Establish working relationships with parents and carers, understanding the important role they have to play in educational success
- All governors have a clear responsibility for ensuring Redhill School implements this Learning Support Policy

## 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 pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

## 3. Definitions

A pupil has SEN 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 the 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.

This is a broad definition covering children and young people from 0-25 years of age.

## 4. Roles and responsibilities

### 4.1 Leadership of SEND and Enrichment

The SENCO/ Lead teacher for SEN is Amy Lesniewski who is accountable to Mr. James Clayton, Head Teacher.

The SENCO will:

- › Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- › Have strategic responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- › Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- › Advise on the graduated approach to providing SEN support
- › Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively, particularly regarding the funding for EHCP pupils.
- › Be the point of contact for external agencies, especially the local authority and its support services
- › Liaise with potential next providers of education 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 pupils with SEN up to date

The Enrichment Area Manager is Paula Jones

They will:

- › Take a leading, practical role in the day to day administration and management of the team of TA's and assist the SENCO with the above as well as gathering evidence for external access arrangements, concessions evidence, the APDR cycle etc.

### 4.2 The SEN Governor

The SEN Governor is Alison Weaver who will:

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

### 4.3 The Headteacher

The Headteacher is Mr. James Clayton who will:

- › Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- › Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### 4.4 Class Teachers

Each class teacher is responsible for:

- › The progress and development of every pupil in their class
- › Working closely with any teaching 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 SENCO to review each pupil's progress and development and decide on any changes to provision
- › Ensuring they follow this SEN policy

## 5. SEN Information Report

### 5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- › Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- › Cognition and learning, for example, dyslexia, dyspraxia
- › Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- › Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

### 5.2 Identifying pupils with SEN and assessing their needs

Our assessment strategy builds on the learning from previous settings and Key Stages. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- › Is significantly slower than that of their peers starting from the same baseline
- › Fails to match or better the child's previous rate of progress
- › Fails to close the attainment gap between the child and their peers
- › Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed, adaptations to our core offer, or whether something different or additional is needed.

### 5.3 Exam Access Arrangements

Redhill School will use the services of an external specialist assessor for exam access arrangements. The SENCO and Enrichment Manager will be responsible for gathering historical evidence to build a picture of need. This is in accordance with JCQ regulations.

### 5.4 Parent Partnership

If parents/carers have concerns relating to a child's learning then please initially discuss these with your child's teacher or Head of Year. This may result in a referral to the school SENCO Amy Lesniewski.

All staff work actively with parents of pupils with SEND to enable and empower. At Redhill we endeavour to communicate positively with parents by:

- Valuing parental knowledge
- Focusing on a child's strength as well as weaknesses
- Ensuring parents understand procedures

- Respecting different perspectives and seeking constructive solutions to reconcile differences
- Recognizing the need to be flexible around meeting times and methods
- Understanding the frustrations and concerns parents may have

Redhill School will always seek parental permission before referring a child to an outside agency.

## 5.5 Consulting and involving pupils and parents

Attainment towards identified outcomes will be communicated with parents/carers termly via the whole school monitoring system; including parents' evening consultations. Those pupils with an EHCP will additionally have an annual review at Redhill School with all stakeholders involved in the learner's educational journey. Parents are encouraged to contact the school and speak with teachers, subject leads or SENCO at any time they feel concerned as all can support parents and make suggestions on how best to support learners with SEND.

We encourage parents of pupils on the SEN register to establish an email contact with either Mrs. Amy Lesniewski (SENCO) [alesniewski@redhill.dudley.sch.uk](mailto:alesniewski@redhill.dudley.sch.uk) or Mrs. Paula Jones (Enrichment Manager) [pjones@redhill.dudley.sch.uk](mailto:pjones@redhill.dudley.sch.uk); this will ensure that:

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

We will formally notify parents when it is decided that a pupil will receive SEN support.

## 5.6 Assessing and reviewing pupils' progress towards outcomes

Every student with additional educational needs, who is currently on roll at Redhill School, will be provided with the best support the school can offer, in consideration of the resources the school has access to. All students on the SEN register have a pupil profile which outlines their specific barriers to learning; differentiated strategies which can be used in the classroom to ensure quality first teaching, appropriate exam access arrangements and details of specific additional classroom support provided by the Enrichment team. The progress and attainment of students with identified SEND are regularly reviewed alongside the effectiveness of support and intervention and the impact this has on a pupil's progress. When a learner with SEND is not making expected progress the SENCO working in collaboration with the class teachers will carry out an analysis of the learners needs using the graduated approach and four-part cycle of **assess, plan, do, review**.

This will draw on:

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

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

## 5.7 Transition Arrangements

Redhill School understands the importance of selecting the right school for your child and the anxiety this may cause, especially if your child has specific learning needs. Redhill school offers opportunities for parents and

learners to visit the school through open evenings/mornings and individual meetings with the SENCO or Enrichment Manager by booking an appointment via our reception.

In the spring term a member of our wider inclusion team makes contact with our feeder schools collecting vital information from both teaching staff and SENCOs as well as meeting our new students. We offer a number of our learners with SEND an individualised transition programme, where appropriate, to support their start at Redhill. The SENCO and Enrichment Manager will oversee transition for SEND learners and continue to monitor and be a point of contact for the autumn term.

For Post 16 provision we will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this at the Year 11 annual review or by telephone conversation. Additional transition arrangements will be determined on a case by case basis, especially for those pupils with EHCP's. In addition, work is undertaken for pupils with EHCPs by the Connexions Service, in order to support learners in making the best choices for their post 16 provision.

## 5.8 Our approach to teaching pupils with SEN

All teachers understand that they are teachers of Special Educational Needs and Disabilities as is specified in the Code of Practice and are responsible and accountable for the progress and development of all the pupils in their class.

***“Teachers are responsible and accountable for the progress and development of the pupils in their class, even when pupils access support from teaching assistants or specialist staff.”***

(0-25 SEND Code of Practice, sections 6.36, 6.52, 6.54)

Differentiated high-quality teaching is our first step in responding to pupils who have SEN. We also focus support through academic setting, teaching assistant deployment, training opportunities for teaching and support staff which help staff to understand how to overcome barriers to learning and conditional behaviour. Specific interventions, depending on need, are also offered in our Enrichment and Personalised Learning area.

## 5.9 Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Students who require additional literacy or numeracy support in KS3 will have access to this via focused intervention. This will enable pupils to narrow the achievement gap and better prepare themselves for the challenges of KS4
- All students take GCSE options at the end of Year 8. Students are guided to a pathway which is appropriate to their abilities ensuring they leave Redhill with the best qualifications possible.
- Exam evidence gathering begins in Year 7, this is essential to establish a normal way of working and to break down barriers to learning and achievement.
- All who may require access arrangements are formally assessed at the beginning of Year 10 – these arrangements could take the form of a reader, prompt, scribe, extra time or rest breaks. Specific equipment is available at Redhill School, where possible, to aid specific learning needs.

## 5.10 Additional support for learning

We have 11 teaching assistants who provide additional adult support in our classrooms. Priority for this support is given to learners with an EHCP in the first instance, and where possible, to our pupils with identified

needs. Core lessons will be prioritized for support, and then allocated accordingly under the funding matrix received by each child with an EHCP.

We work with the following agencies to provide support for pupils with SEN:

- Autism Outreach Service (AOT)
- Speech and Language Therapists (SALT)
- Child Adolescent Mental Health Services (CAMHS)
- Social Work services
- Health services
- Special Education Needs and Disabilities Information and Advice Support Services (SENDIASS)
- Connexions
- Visual Impairment Service
- Hearing Impairment Service
- Educational Psychology Services
- Physical and Sensory Service (PMIS)

### **5.11 Expertise and training of staff**

Redhill School has a commitment to the continuous professional development of their staff with regard to meeting the needs of all children within the classroom and through EHCP support and are committed to improving the level of staff expertise in these areas.

All staff are made aware of their responsibilities towards learners with SEND. All staff have access to this policy and information report, the SEND register (which is a working document) and student profiles. The Enrichment team keep up to date with developments in SEND by:

- Literature study
- Relationships, reports and advice from external agencies
- Accredited training and in house training

### **5.12 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- › Reviewing pupils' individual progress on learning plans
- › Reviewing the impact of interventions at end points (or mid points, if required)
- › Using pupil questionnaires
- › Monitoring by the SENCO
- › Holding annual reviews for pupils with EHC plans

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

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

All pupils are encouraged to go on our residential trips

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

All children with SEN without an Education Health and Care Plan (EHCP) are welcome to apply for a place at Redhill School in line with our admissions policy. If a place is available we will use our best endeavors, within



the available resources and in partnership with parents, to adjust the provision required to meet the special education needs of the students at our school.

For learners with an EHCP, parents have the right to request a particular school and the local authority must comply with the named school on the EHCP unless:

- It would be unsuitable for age, ability, aptitude or SEN of the child or young person, or
- The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making a decision to name Redhill School in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consult in regard to provision being met.

#### **5.14 Students with medical needs**

Students with medical needs will be provided with a Health Care Plan compiled in partnership with the school nurse, parents/carers and, if appropriate the student themselves.

Staff who administer and supervise medications, will complete formal training.

All medicine administration procedures adhere to The Department of Education (DFE) guidelines included within *Supporting students at school with medical conditions* (DFE) 2014.

#### **5.15 Accessibility of the school environment**

We have the following facilities to aid accessibility:

- Disabled parking bays marked and located outside of the school reception
- Ramps and handrails in various locations to ensure the site is accessible to all
- Fall and rise tables, when required
- VI – marking around the school site
- Evacuation chairs for emergency evacuations of upstairs locations
- Alternative changing rooms
- Several accessible toilets for both students and visitors
- Medical room
- Lifts in both A block and C block buildings
- Mobility stair lift and mechanical ramps for access

**[The school has an accessibility plan and is committed to making the school accessible for all - this can be found on the SEND page of the school website](#)**

#### **5.16 Online Learning**

In line with DFE guidance, Redhill School has a clear online platform: Google Classroom. All learners access training on how Google Classroom works and use this platform for extended learning tasks.

In the event of a partial or whole school lockdown students with SEND will be supported in their online learning and welfare through regular calls home. These will be carried out by the Enrichment team, who know and understand how our students with SEND learn best. If students with SEND are experiencing difficulties which cannot be addressed via these conversations they will be invited into a Key Worker and Vulnerable pod, where they can be supported by the staff on supervision rota.

All calls made are logged on a SEND welfare spreadsheet and monitored and actioned by the SENCO and Enrichment Manager.

#### **5.17 SEND safeguarding**



All staff have regular child protection and safeguarding training. This training is certified and subject to refresher training every 3 years. All staff have an awareness of safeguarding issues: bullying, cyberbullying, domestic violence, drugs, fabricated or induced illness, gangs and youth violence, hate crimes and radicalization, FGM, trafficking and mental health issues. All staff are aware that behaviours linked to the likes of drug and alcohol consumption, truanting and sexting put children in danger. All staff are regularly updated on the safeguarding procedures and are aware that our Designated Safeguarding Lead is Mr. J Bacciochi.

## 5.18 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO Amy Lesniewski (alesniewski@redhill.dudley.sch.uk) in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils 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

## 5.19 Contact details of support services for parents of pupils with SEN

Dudley SENDIASS offer independent advice and support to parents/carers of all learners with SEND. <https://www.dudley.gov.uk/residents/learning-and-school/information-for-parents/dudley-sendiass/>

## 5.20 The local authority local offer

Our local authority's local offer is published here: <https://www.dudley.gov.uk/residents/dudleys-local-offer/>

## 6. Monitoring arrangements

This policy and information report will be reviewed by Amy Lesniewski (SENCO) **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Policy compiled by: SENCO - Amy Lesniewski May 2023 updated Sept 2023

Approved by the Governing Body:

**Review Date: Sept 2024**

## 7. Links with other policies and documents

This policy links to our policies

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions