

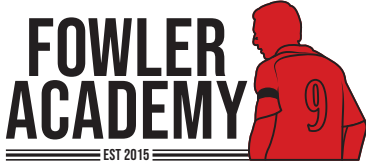
**RAINHILL
HIGH SCHOOL**



RainhillSixth

SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY





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STATUS	STATUTORY
RESPONSIBLE COMMITTEE	Local Governing Board
APPROVAL DATE	13/10/2022
RENEWAL DATE	13/10/2023



SPECIAL EDUCATIONAL NEEDS POLICY

The Special Educational Needs Co-ordinator (SENCO) for Rainhill High, Rainhill 6th Form & FEFA is Ms H Rothwell

The Governor with responsibility for Special Educational Needs is Mr Aaron Kehoe

Definition of Special Education Needs (SEND)

The SEND Code of Practice (DfES, 2014) states students have a learning difficulty if they

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

(Clause 20 Children and Families Bill 2014)

Vision

At Rainhill High School, Rainhill 6th Form and FEFA, we are committed to the academic and personal development of all students regardless of ability. We recognise the diverse and individual needs of all of our students and consider the additional support required by those children with special educational needs and Disabilities (SEND).

Rainhill High School, Rainhill 6th Form and FEFA adopt a whole school approach to Special Educational Needs and Disabilities. All staff work together to ensure the inclusion of all students. We are committed to ensuring that students with SEND achieve their full potential.

We believe in positive intervention: removing barriers to learning: raising expectations and accelerating levels of achievement. We work in partnership with other agencies to ensure that all of our SEND pupils have a positive educational experience at Rainhill or at Melwood.

Fundamental Principles

- All children with SEND have the right to a broad and balanced curriculum, relevant and differentiated, which demonstrates progression and coherence.
- All children with SEND can learn and make progress, even if only in very small steps, and deserve to have their progress regularly assessed, recognised and celebrated.
- All children with SEND will be valued as full members of the school community.
- All children with SEND students have full access to all school activities so far as it is reasonably practical and relates to the student's needs.
- All teachers are teachers of SEND.
- The views of the students, parents and carers are sought and considered.
- Partnership with parents / carers plays a key role in supporting their child's education and enabling them to achieve their potential. Our school will endeavour to support parents / carers through the process of transition and adjustment.
- There is a smooth transition at each transition stage for the student.

This SEND Policy details how Rainhill High School, Rainhill 6th Form and FEFA will do its best to ensure that necessary provision is made for any student who has special educational needs and those needs are made known to all who are likely to teach them. The Special educational needs co-ordinator, Ms H Rothwell and Mrs W Segal, Deputy Headteacher, are responsible for the operation of this policy.

Rainhill High School, Rainhill 6th Form and FEFA consider all teachers to be teachers of pupils with SEND.

We will use our best endeavours to ensure that teachers in the school are able to identify and provide for those students who have special educational needs, which will allow them to be fully included in all the activities of the school alongside their peers. This provision should be reasonably practical and compatible with the child receiving the special educational provision they need and the efficient education of the students with whom they are educated.

A Person-Centred Approach

Young people with special education needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. At Rainhill High School, Rainhill 6th Form and FEFA, students will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, their review and transition processes. Their views will be sought at every stage and we shall encourage them to take responsibility for their own learning.

Partnership with Parents

Rainhill High School, Rainhill 6th Form and FEFA will incorporate the directives detailed in the SEND Code of Practice (2014) when carrying out its duties toward all students with special educational needs and ensure that parents are notified of a decision by the school that SEND provision is being made for their child. Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

All teachers are teachers of pupils with special educational needs

Teaching students with special educational needs is a whole-school responsibility, requiring a whole-school response. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the pupils. The majority of students will learn and progress within these arrangements. However, for students with special educational needs, there may be a need to provide an enhanced level of provision that supports and enhances their learning abilities.

Identification, Assessment, Provision and Review

Assessment is a continuing process that can identify students who may have SEN. The school will measure children's progress by referring to:

- Baseline testing
- Evidence from teacher observation and assessment
- Their performance against age related expectations at the end year/key stage.
- Standardised screening or assessment tools.

Graduated response

Rainhill High School will adopt a graduated response to meeting special educational needs that requires the initial use of classroom and school resources before bringing specialist expertise to bear on the difficulties that a student is experiencing. When a young person is identified as having special educational needs, the school will intervene by following the approach below:

Initial Concerns

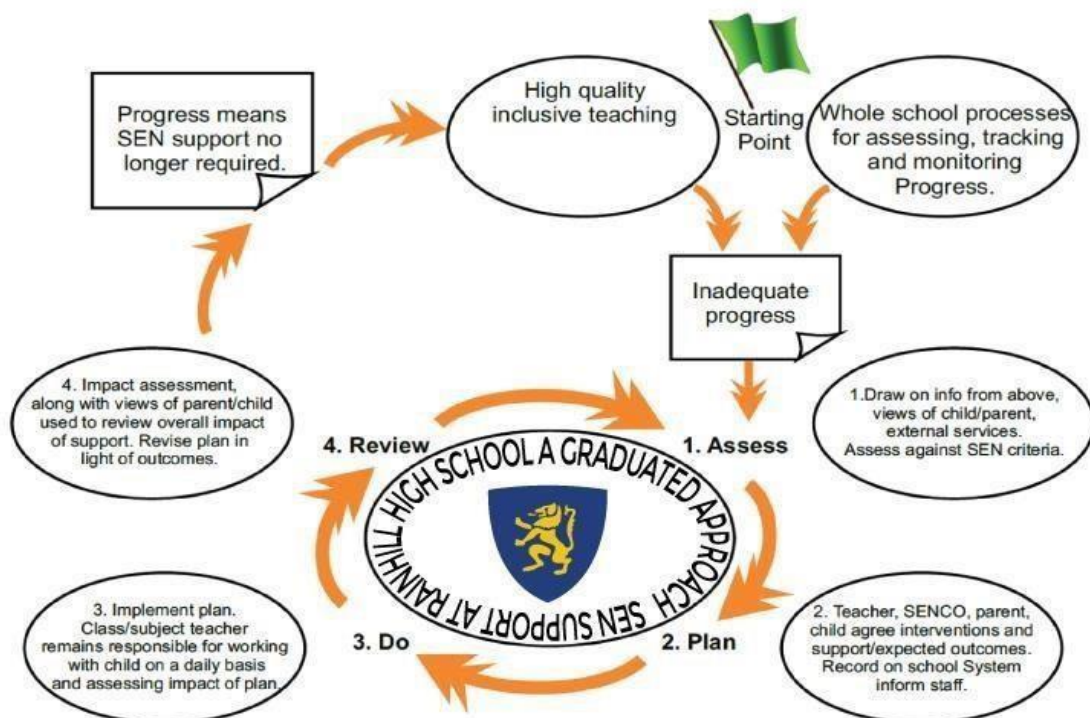
The progress made by all students is regularly monitored and reviewed. Initially, concerns registered by teachers, parents / carers or other agencies are addressed by appropriate differentiation within the classroom.

Where there is evidence of a child requiring additional support/intervention, or where an additional need has been identified, provision will be co-ordinated by the SENCO.

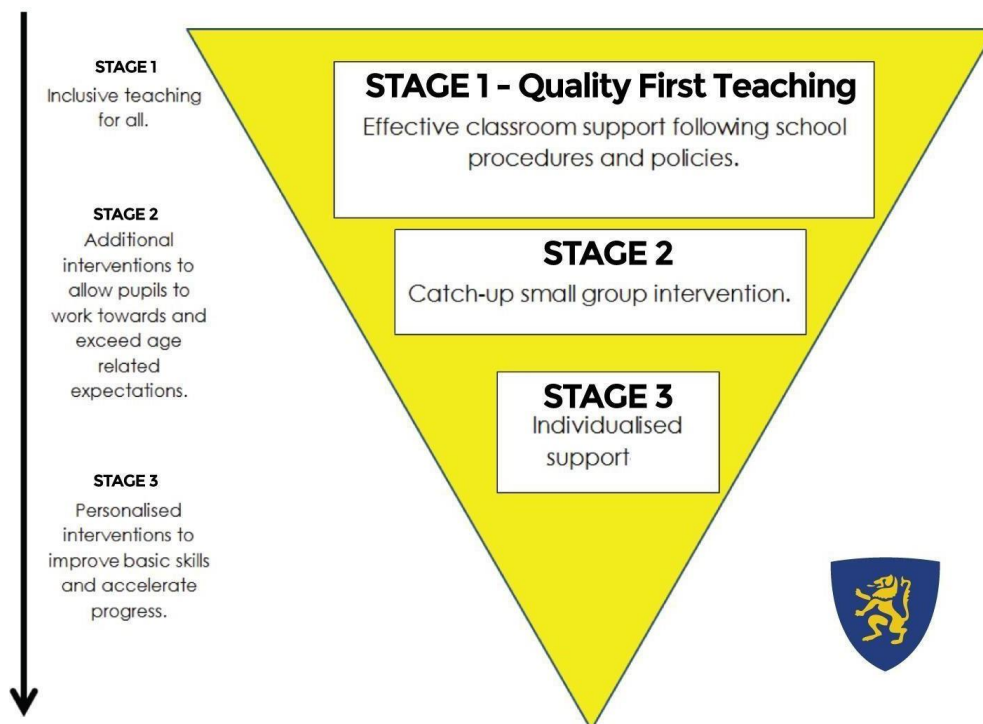
An additional need may be characterised by:

- A young person making significantly slower progress than that of their peers starting from the same baseline.
- Failure to match or better the child's previous rate of progress.
- Failure to close the attainment gap between the child and their peers.
- The attainment gap widening.

The diagram below outlines the graduated response that is adopted at Rainhill High School.



The staged model below outlines Rainhill High School approach towards intervention.



A Graduated Approach Intervention Model

Stage 1 -Quality First Teaching

- Any students who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a student has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties
- The student's class teacher will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENCO will be consulted as needed for support and advice.
- If a student has recently been removed from the SEND register they may also fall into this category, as continued monitoring will be necessary.
- Parents will be informed of any concerns and the school action-taking place. Parents are encouraged to share information and knowledge with the school.
- Concerns by teachers and/or parents will be investigated.
- Students will only be placed on the SEND register once the need is confirmed. Student progress meetings are used to monitor and assess the progress being made by the student. The frequency of these meetings is dependent on the individual student's needs and progress being made.

Stage 2 –SEN Support

- This recognises students who are identified as requiring additional and different help as well as the regular differentiated curriculum. Under stage 2 provision, the school puts provision in place.
- Class/subject teachers collaborate with the SENCO on evidence gathering and identification.
- Once the SENCO has been notified, she will make their own assessment through reviewing the evidence of identification supplied by the teacher and/or through observation and/or against formal criteria.
- An action plan is drawn up, detailing provision. Provision is monitored regularly, evaluated and, if necessary, adjusted.

Stage 3-SEN Support

- When a student has been identified as having SEND and steps have been taken for provision under stage 2 SEND support but the student has not progressed as expected, the school will consider taking steps under stage 3 SEND Support.
- Following the school's previous assessment under stage 2, where appropriate external professionals will be called to make their own assessments of the student and provide support in the planning of extended provision, continued assessment and revised action points.
- The school will make every effort to ensure that advice from the external agencies is put into practice as swiftly as possible and will keep in regular contact with support services and parents regarding progress

Links with Outside Agencies

Links with external agencies are vital to ensure that we provide the highest levels of support for our pupils with SEND. Any one of the support services can raise concerns about a student. This will be brought to the attention of the SENCO and the student's parents.

A request for help from external services is likely to follow a decision taken by the SENCO, in consultation with parents. External support services will usually see the child, so that they can advise subject and pastoral staff on strategies and provide more specialist assessments that can inform planning and the measurement of a student's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

Review Process

Students will be set measurable and achievable short term, realistic targets, related to the area of concern. These will be monitored and reviewed on a regular basis throughout the academic year.

- the short-term targets set for or by the student
- the teaching strategies to be used
- the provision to be put in place outcomes

Students with an EHCP/enhanced funded have set short term targets which have been established after consultation with the parents/carers and the individual student and include targets identified in the statement of SEND. All Statements or EHCPs will be reviewed annually with the EHCP review taking place in school. The parents/carers, the young person and involved professionals will be invited to consider the progress made by the young person in achieving targets set and whether any amendments need to be made to the EHCP. Students participate in their Annual Reviews by:

- Attending their review meetings
- Offering their opinion and advice in the setting of targets
- Discussing their achievements / concerns / issues in advance of the review meeting with parents/carers or others as appropriate.

The SENCO will then discuss the outcome of the in-school review and inform the LA representatives. At the Annual Review at the end of KS4 the aim should be to give clear recommendations as to the type of provision required Post 16.

Statutory Assessment of SEN/D for Education Health Care Plans.

In very few cases, if a young person continues to demonstrate significant cause for concern despite interventions at Additional Needs level, a request may be made to the LA for Statutory Assessment.

This will decide the nature of the provision necessary to meet the young person's SEND. If this cannot reasonably be met by the school, then the LA may provide extra resources. In exceptional circumstances, a child may be referred straight to Statutory Assessment. Where a request for a statutory assessment is made the student will have demonstrated significant cause for concern and the school will provide written evidence to the LA detailing:

- the school's action through identifying Additional Needs
- School Specific Support Plan
- records of regular reviews and their outcomes
- the student health including the student's medical history where relevant
- National Curriculum level attainments in literacy and mathematics
- Educational and other assessments, for example from an advisory specialist support teacher or an Educational Psychologist
- views of the parents and of the student
- involvement of other professionals for example involvement by the social care or education welfare service.



The Role of the Governing Body

Governors have responsibility for the strategic overview of and the implementation of the SEND Policy. The day-to-day management and organisation of SEND at Rainhill High School, Rainhill 6th Form and FEFA is the responsibility of the Head teacher, Principal at FEFA & SENCO in conjunction with the support of colleagues in the Learning Support Department. Governors will make sure that they are fully involved and will undertake review and monitoring of the school's SEND Policy. All governors, especially the SEND Governor will ensure that they are up to date and knowledgeable about the school's SEND provision.

The role of the SENCO

The SENCO, in collaboration with the Head Teacher and Governing body, plays a key role in helping to determine the strategic development of the SEND policy and provision in the school to raise the achievement of pupils with SEND. The key responsibilities of the SENCO will include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Liaising with and advising fellow teachers.
- Advising on a graduated approach to providing SEND support.
- Liaising with parents of students with SEND
- Managing the Learning Support team
- Coordinating provision for students with SEND
- Overseeing the records on all students with SEND
- Contributing to the in-service training of staff.

- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.

Evaluating the Success of the SEND Policy

The success of Rainhill High School, Rainhill 6th Form and FEFA's SEND provision is evaluated

through:

- The monitoring of classroom practice by the SENCO, Heads of Faculty and Senior Leadership.
- The progress made by SEND students in terms of target grades in core and other subjects.
- The performance of SEND students in nationally accredited tests and examinations.
- The analysis of pupil tracking and testing data for both individual pupils and cohorts.
- The monitoring of policy and practice by the SEND Governor.
- Comments from parents and pupils
- External evaluation by OFSTED inspections
- Parental involvement, especially attendance at reviews.
- Information will be collated in order to self-evaluate the success of the department, building on success and looking for areas for improvement and innovation.

Links with other schools

Working collaboratively with other schools is another way that we ensure that provision for our students with SEND is effective. We are proud to have strong links with all primary feeders and other specialist provision, who we liaise with regularly to continue to develop outstanding practice.

Admission Arrangements (also see admissions policy)

The admissions arrangements for all students are in accordance with national, legislation, including the Equality Act 2010. This includes students with any level of SEND, those with an EHCP plan and those without.

The SENCO will gather all of the SEND paperwork and relevant information from feeder primary schools and any agencies working with the child as soon as possible. If the student is making a transition from another school, a meeting may be set up between the feeder primary schools and the SENCO to aid a smooth transition and to make sure that the students' needs are being met.

In addition, the SENCO will work closely with Year 6 pupils during the spring and summer terms prior to transfer. The SENCO will liaise regularly with the Transition Worker, to gather any additional information about pupils with SEND, and facilitate a smooth transition.

When face-to-face meetings are not possible, contact will be made via telephone and/or email to make sure that there is a good understanding of the type of provision that is required.

Useful documents

Special Educational Needs Code of Practice. DfES September 2014

Children and Families Act 2013

Other information may be found on the Department for Education and Skills website at: www.dfes.gov.uk/sen