



# Richard Challoner School

## SEND Policy

This policy is written in line with the requirements of:-

- Children and Families Act 2014
- SEND Code of Practice 2014
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010

This policy should also be read in conjunction with the following school policies:-

Code of Conduct, SEMH Policy, Assessment Policy, Equality Policy, Safeguarding Policy, Homework Policy, Complaints Policy, and Accessibility Plan as well as the Local Offer which is published on the school and Local Authority websites.

The policy has been developed with parents/carers, representatives from the governing body and school support staff and will be reviewed on an annual basis.

### Definition of Special Educational Needs and Disabilities

The Special Educational Needs and Disability Code of Practice (2014) states that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has 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.

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 considered as special educational provision under Section 21 of the Children and Families Act 2014. We use our best endeavours to ensure that such provision is made for those who need it.

### SEND Provision at Richard Challoner School

Richard Challoner School is a mainstream secondary school with resourced provisions for both Autistic Spectrum Conditions (ASC) and Social Emotional and Mental Health Needs (SEMH). In addition, the school houses a unit for students with Moderate Learning Difficulties (MLD).

We firmly believe that every pupil should be given equality of opportunity to achieve their full potential – spiritually, academically and socially. Each pupil, regardless of their ability, is entitled to a broad and balanced curriculum which is relevant to his educational needs.

We are committed to providing for students with a range Special Educational Needs and Disability (SEND) including those without an Education, Health and Care Plan (EHCP).

The school currently meets the needs of pupils with an EHCP with the following kinds of special educational need:

- Autistic Spectrum Conditions
- Social, Emotional and Mental Health Needs
- Speech and Language Needs
- Specific Learning Difficulties relating to literacy or numeracy
- Minor Visual/Hearing Impairments
- Physical Disability

Decisions on the admission of pupils with Education, Health and Care plan are made in conjunction with the Local Authority. The admission arrangements for pupils without an EHCP will follow the usual school admissions procedures. Richard Challoner School maintains strong links with Kingston LA, other neighbouring Local Authorities and outside agencies.

### **Identifying students with Special Educational Needs and Disabilities**

Teachers monitor the progress of all pupils and regularly track/review their progress. The principle of early identification and intervention underpins our approach to identifying those pupils who need extra help. This is often put in place, even if special educational need has not been identified. This extra support should enable the pupil to catch up and make progress.

Despite targeted quality first teaching, some pupils may continue to make insufficient progress. For these pupils, and in consultation with parents, strengths and weaknesses are identified and used to create a SEND Individual Learning Plan (ILP). In many cases these underlying needs often explain inadequate progress or challenging behaviour. At times, it may be necessary to consult with outside agencies to receive more specialist support.

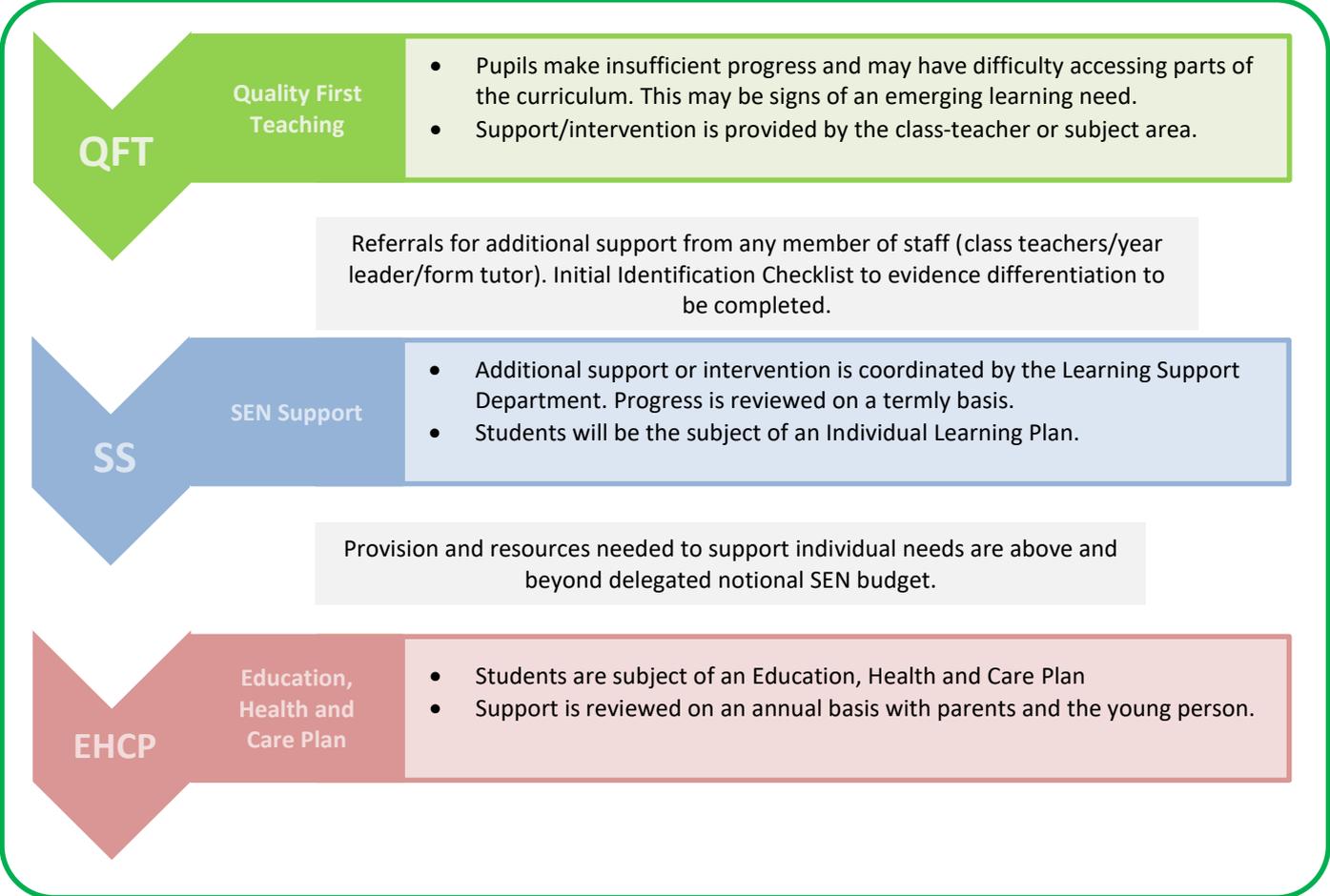
At this stage, more detailed assessments may be undertaken to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with pupils and parents through the ILP, and refined / revised if necessary. Because pupils who are the subject of an ILP may require additional and extra provision, these pupils will have been identified as having a special educational need.

If the pupil makes good progress using this additional and different intervention (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. Some pupils will need specialist support and resources above and beyond those normally provided at school. In these cases, the school/parents may request a Statutory Assessment for an EHCP.

If the pupil is able to maintain good progress without the additional and different resources, he or she will not be identified as having a special educational need. However, these pupils may still be identified at a school level as requiring differentiation through quality first teaching.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used. This information is included on an

electronic Learning Support Register which is shared with all staff and updated termly. The school make reference to the Assess, Plan, Do, Review model as outlined in the CoP (2014) as well as provision maps to ensure that support is impacting positively on learning. Our graduated approach to supporting students with additional needs is as follows:



**Evaluating the effectiveness of provision made for pupils with SEND**

Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. The assessment information from teachers will show whether adequate progress is being made.

The SEND Code of Practice (2014) describes adequate progress:

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil’s previous rate of progress
- Allows the attainment gap to close between the pupil and children of the same age

For pupils with or without an EHCP there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision to be made. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

## Assessment and reviewing progress of students with SEND

Every pupil in the school has their progress tracked on a termly basis. In addition to this, pupils with special educational needs and disabilities will have more frequent and detailed assessments to inform targets and to measure small steps of progress. If these assessments do not show adequate progress is being made the support plan and planned outcomes will be reviewed and adjusted.

## The school's approach to teaching students with SEND?

*'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (SEN CoP, 2014)*

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have a SEND. We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children/young people. At Richard Challoner School, we have a commitment to staff training and developing understanding of SEND. This includes compulsory training sessions as part of our INSET programme as well as regular, bespoke sessions which staff are invited to attend throughout the academic year.

In meeting the requirements of The National Curriculum Framework the school employs some additional teaching approaches, as advised by internal and external assessments: in-class support, mentoring, small group teaching and additional support for literacy and numeracy teaching. These are often delivered by additional staff under the close direction of teachers employed through the funding provided to the school known as 'notional SEND funding'. Regardless of additional support, the class/subject teacher will remain responsible for working with the pupil on a daily basis.

We have a duty to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have special educational needs, their provision will be planned and delivered in a co-ordinated way with the healthcare plan. We will have regard to the statutory guidance provided for these individuals when supporting pupils at school with medical conditions.

Some pupils are identified as needing additional pastoral support; this may include pupils who are identified as having a social, emotional or mental-health need or a behavioural need which is a consequence of a Special Educational Need. Support of this type may be provided by a Form Tutor, or Year Leader. In some circumstance, referrals are made to the Pupil Support Panel (PSP).

## School, curriculum and learning environment adaptations for students with SEND

At Richard Challoner School we follow the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in EHCPs. As part of our requirement to keep the appropriateness of

our curriculum and learning environment under review, the Learning Support Department annually review intervention and support offered. This is outlined in our school 'Local Offer'.

### **Additional support available for students with SEND**

Schools receive funding for pupils with SEND which is used to support and enhance high quality of teaching in the school. It helps to ensure there are sufficient resources for pupils requiring special educational provision. At Richard Challoner School, the support offered is matched to needs of individual pupils with SEND and evidenced based. The amount of support required for each pupil to make good progress will be different in each case. In very few cases, for those with an EHCP, a very high level of resource is required. In this case the school will request 'top up' from the Local Authority where the child or young person lives.

Some students with an EHCP may benefit from a personal budget. This money can be spent on additional provision which is not normally available in school. Usage of the personal budget is decided at a young person's annual review and the Headmaster has the final say on the use of the personal budget within the school.

### **Additional activities available for students with SEND**

All clubs, trips and activities offered to pupils at Richard Challoner School are available to pupils with special educational needs and disabilities. For some pupils, 'reasonable adjustments' may need to be made. This is always agreed in partnership with families and carers prior to the activities taking place. Due regard is given to risk assessment/management as well as the Equality Act (2010) and the Health and Safety Act (1974) to ensure that risks to health and safety are reduced in activities outside of school so far as is reasonably practical.

### **Emotional and social development of students with SEND**

At Richard Challoner School we understand the need to develop emotional resilience and social skills, both through direct teaching for instance in PSHE or as part of our Building Learning Power (BLP) agenda and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide: access to a counsellor, mentor time with member of Senior Leadership Team, external referral to CAMHS or time-out space for pupils to use when upset or agitated. Pupils with emotional and social needs because of their special educational needs and disabilities will be supported to enable them to develop and mature appropriately.

We are interested in hearing parents/carers and pupils' views. Pupils have the opportunity to contribute their own views during annual reviews and through school council. Parents are encouraged to attend Learning Support Parent Support Groups which take place regularly.

### **Name and contact details of school SENCO**

The designated SENCO at Richard Challoner School is Mrs Andrea Cronin, who is a qualified teacher and who also holds the National SENCO Award.

The Learning Support Department can be contacted on 020 8330 5947 or via the Contact Us section of the school website.

### **Staff training to support students with SEND**

All teachers and teaching assistants undergo regular training. Where a training need is identified that requires specialist expertise, we will find a provider who is able to deliver it. Training providers that have delivered training in the past year include Educational Psychologist, Speech and language therapists, occupational therapists, physiotherapist, dyslexia specialists and Teaching and Learning Advisors. Specialist equipment will be considered on an individual basis, providing resources are included as part of a young person's statutory requirement.

### **Arrangements for consulting with parents of students with SEND**

Parents and carers of pupils are invited to discuss the progress of their son regularly and receive a half-termly Attitude to Learning report. Assessment and behaviour data is also available throughout the year on Progresso for parents to access. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need and/or disability.

If following this normal provision, improvements in progress are not seen, we will contact parents to discuss this and what we will be doing to help us to address these needs better. From this point onwards, the pupil will be identified as having a SEND. Parents will be encouraged to actively support and contribute to assessment, planning and review. In addition to this, parents of pupils with an EHCP will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

### **Arrangements for involving young people with SEND in their education**

When a pupil has been identified as having special educational needs and/or disability because special educational provision is being made for him, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning.

### **Complaints procedures from parents of students with SEND**

The school complaints policy equally applies for students who have a special educational need or disability as it does for all pupils. We encourage parents to discuss their concerns with the class or subject teacher in the first instance, then SENCO. If an issue cannot be satisfactorily resolved at this stage, it can be escalated to the Senior Teacher i/c Inclusion and/or Headmaster to resolve the issue before making the complaint formal to the Chair of the Governing Body.

## **Involvement from external agencies (including health/social services and other LA support services)**

The school currently engage support from the following services:

- A Service Level Agreement with Educational Psychology (including buy-back of additional hours per term as required).
- Access to local authority SLA with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Additional buy-back of Speech and Language and Occupational Therapy Service
- Standard level membership to SPARK (the School Performance Alliance Richmond and Kingston)
- Links to the Disabled Children's Service for support to families for some pupils with high needs

## **Contact details for the local Parent Partnership Service?**

KIDS, a local voluntary sector organisation, delivers the Parent Partnership Service and provides free, impartial, confidential, advice, support and options around educational issues for parent/carers who have children with special educational needs or disabilities.

The Parent Partnership Service aims to ensure that parents and carers are empowered and can play an informed role in planning provision to meet their child's special educational needs. The Parent Partnership Service aims to build partnerships between parents and carers, the Local authority and schools. The service also encourages parents and carers to be involved in the development of local SEND policy and practice.

They can be contacted on :

**HELPLINE: 020 8547 6200**

E-mail: [RichmondKingston@kids.org.uk](mailto:RichmondKingston@kids.org.uk)

## **Supporting students with SEND when transferring between phases of education/adulthood**

Before pupils transfer to us at normal secondary transfer age, we communicate closely with our primary feeder schools. This helps us to share information with staff that will make the transfer as seamless as possible. Year 6 pupils who are due to transfer to us and are considered to have a high level of need are invited to attend a range of transition activities in the Summer Term as well as a Learning Support Preview Morning which takes place at the end of the Summer holidays.

We also contribute information to a pupils' onward destination by providing information to the next setting. We maintain good links with local colleges and other post-16 providers to ensure that pupils with SEND (who choose not stay in our Sixth Form) are enrolled on appropriate courses with suitable support.

## Local offer details

The local authority's local offer is published on <http://www.kingston.gov.uk/send> and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

This policy is published on the school website where you will also find links to the Kingston LA Local Offer as well as neighbouring Local Offers. The policy is reviewed biannually and any changes to the information occurring during the year will be updated as soon as possible.

Approved by the GB on:

Next review on: