



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

- Children and Families Act 2014
- SEND Code of Practice (COP) 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:-

Behaviour Policy, Assessment Marking and Reporting Policy, Equality Objectives Policy, Safeguarding and Child Protection Policy, Complaints Procedure, Designated Teacher for Looked After and Previously looked After Children Policy, Accessibility Policy and Action Plan as well as the Local Offer which is published on the school and Local Authority websites.

The policy has been developed with parent/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 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 a resourced provision for Social Emotional and Mental Health Needs (SEMH) and an Enhanced Specialist Teaching Arrangement (ESTA) for Autism Spectrum Disorder (ASD). In addition, we house a post 16 provision for students with Moderate Learning Difficulties (MLD) - the Xavier Centre.

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

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

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

- Autistic Spectrum Disorder
- Social, Emotional and Mental Health Needs including ADHD, Anxiety and Attachment disorder
- Speech and Language Needs
- Specific Learning Difficulties relating to literacy or numeracy
- Moderate Learning Difficulties
- Visual/Hearing Impairments
- Sensory and Physical Needs

Admissions

Decisions on the admission of students with an Education, Health and Care Plan are made in conjunction with the Local Authority. Consultation paperwork is sent to Richard Challoner School in the Autumn Term, for incoming Year 7 students. Usually, the school receives in excess of 40 consultations for approximately 8 places, depending on the cohort in that year group and across the school. Responses are sent to the Local Authority within a specified time frame, usually 2 – 4 weeks, and final decisions and outcomes are shared with the school in the Spring Term.

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

Identification of students with special educational needs often happens at a primary school level, with many students' special educational needs and strategies being shared before the student joins us in their first year of secondary school. This information is collated and uploaded to a Student Passport on Provision Map. Further identification can come from conversations with parent/carers, teachers or staff working with the student, and with the students themselves.

At times, the extra help can be supported through classroom teaching ie Quality First Teaching (QFT). Students on the Inclusion Register identified as being QFT are those students who can have their needs met by teachers within the lesson. Teachers can use strategies, as identified by the LS Department, to support the learning of students, alongside their peers, in the classroom. The emphasis is placed on high quality teaching with differentiation for individual students.

Despite targeted Quality First Teaching, some students may continue to make insufficient progress. In many cases these underlying needs often explain inadequate progress or challenging behaviour. In these cases, interventions such as Social Thinking or Lexia may be introduced to support learning. For these students, and in consultation with parent/carers, strengths and weaknesses are identified and used to create a SEND Learning Plan. These Learning Plans will include the Targets and Outcomes a student is working towards and much of the support and intervention in place will work to allow a student to achieve their aspirations. 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 student to make better progress. These assessments may be undertaken by a Speech and Language Therapist, Educational Psychologist, Occupational Therapist etc. Outcomes from these assessments will be shared with students and parent/carers through the Learning Plan, and refined / revised if necessary. Because students who are the subject of a Learning Plan may require additional and extra provision, these students will have been identified as having a special educational need.



If the student 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 student as having a special educational need. Some students will need specialist support and resources above and beyond those normally provided at school. In these cases, the school or parent/carers may request a Statutory Assessment for an EHCP.



Quality First Teaching

- ❑ Students make insufficient progress and may have difficulty accessing parts of the curriculum. This may be signs of an emerging learning need.
- ❑ Support/intervention is provided by the class-teacher or subject area.

Referrals for additional support from any member of staff (class teachers/year leader/form tutor). Initial Identification Checklist to evidence differentiation to be completed.



SEN Support

- ❑ Additional support or intervention is coordinated by the Learning Support Department. Progress is reviewed on a termly basis.
- ❑ Students will be the subject of a Support Plan.

Provision and resources needed to support individual needs are above and beyond delegated notional SEND budget.



Education, Health and Care Plan / Statement

Students are subject of an Education, Health and Care Plan . Support is reviewed on an annual basis with parent/carers and the young person.



The EHC Needs Assessment is a lengthy process which takes 20 weeks to complete. It requires significant input from key members of staff, external professionals and the Local Authority. Threshold guidance is issued by the Local Authority in order to ascertain if a student should undergo a Needs Assessment. If the Local Authority decides to proceed with the Needs Assessment they may require more information from the school and/or professionals before making a final decision.

If the student is able to maintain good progress without the additional and different resources, they will not be identified as having a special educational need. However, these students 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 student are aware of the support to be provided and the teaching approaches to be used. This information can be found on Provision Map and members of the Learning Support Department are available to answer questions in relation to a student. This information is also included on an electronic Inclusion Register which is shared with all staff and updated termly.

The school makes 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 supporting students with additional needs is as follows:



Evaluating the effectiveness of provision made for students 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 student's previous rate of progress.
- Allows the attainment gap to close between the student and children of the same age.

For students with or without an EHCP there will be termly reviews of the provision made for the child. For students with an EHCP there will also be annual reviews. Both types of reviews will enable



an evaluation of the effectiveness of the special provision to be made. The collation of all annual evaluations of effectiveness will be reported to the governing body.

Assessment and reviewing progress of students with SEND

Every student in the school has their progress tracked on a termly basis. In addition to this, students with special educational needs will have more frequent and detailed assessment 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.

Parent/carer and students' voices are collected at specific points throughout the school year including in preparation for annual reviews, in reviewing the SRPs and our ESTA and during the termly Learning Plan review window.

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 students, is the first step in responding to students 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 training for the LS Department, all school staff or smaller groups of key staff depending on the need being addressed.

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 student on a daily basis.

We have a duty to make arrangements to support students with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such students. This information is available on Bromcom. Where children and young people also have SEND, 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 students at school with medical conditions.

Some students are identified as needing additional pastoral support; this may include students who are identified as having a social, emotional or mental-health need or a behavioural need which is a consequence of a SEND. 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 students with SEND. 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 support is outlined in our school 'Local Offer'.

These adjustments include smaller sized teaching groups, Transition Groups at Year 7 and Year 8, a Pathway 2 programme at KS4 and a range of interventions to support gaps in learning. Students can access quieter spaces during break and lunch time and 'time out' strategies can be used, where appropriate. A list of interventions/provisions available to each individual student can be found on Provision Map.

Additional support available for students with SEND

Schools receive funding for students 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 students requiring special educational provision. At Richard Challoner School, the support offered is matched to needs of individual students with SEND and is evidenced based. The amount of support required for each student 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 students at Richard Challoner School are available to students with SEND. For some students, '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.

If planning a trip / activity, it would be advisable to speak to the SENCO so that reasonable adjustments can be considered and risk assessments discussed.

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 and indirectly with every conversation adults have with students throughout the day.

For some students 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 students to use when upset or agitated. Students with emotional and social needs because of their SEND will be supported to enable them to develop and mature appropriately.

A weekly internal Pupil Support Panel meet to discuss the needs of individual students and reflect and monitor actions already undertaken to support individuals. Discussions around next steps, where necessary, are undertaken. This panel is made up of:

- Designated Safeguarding Lead
- Deputy Headteacher with responsibility for KS3 Behaviour and Standards
- Assistant Headteacher with responsibility for KS3 & KS4 Standards and Pastoral Development
- Assistant Headteacher with responsibility for KS5 Standards and Pastoral Support



- Senior Teacher i/c of Inclusion and Specialist Provisions and SENCO
- Head of Learning Support and Age Phase Co-ordinator KS4
- Age Phase Co-ordinator KS3
- Age Phase Co-ordinator KS5
- Pastoral Manager
- School Office Manager

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

If a teacher would like a student to be referred to PSP they should email/discuss this with the Designated Safeguarding Lead, Mrs Ailish Southall.

Specific arrangements for students who are looked after and have SEN

A child or young person is looked after by a local authority if:

- they are in the care of the local authority (including children or young people who are the subject of a Care Order, Interim Care Order, or emergency Orders for their protection); or
- they are provided with accommodation by the local authority for more than 24 hours (often under a voluntary agreement with their parent/carers or guardians).

The Designated Teacher for LAC will work alongside the SENCO to seek an understanding and/or identify a student's specific needs. Together, they will work to ensure that appropriate support and interventions are put in place. This will likely include the support of the pastoral team and possibly external professionals. The student, as with other SEND students, will have a role in shaping their Targets, Outcomes and support.

Name and contact details of key members of Learning Support

The designated SENCO at Richard Challoner School is Mrs Andrea Cronin, Senior Teacher i/c Inclusion & Specialist Provision, who is a qualified teacher and who also holds the National SENCO Award. Mr Richard Gooud is Head of Learning Support i/c LAC, PLAC and PP. Mrs Marianne Walsh



and Ms Abi Dainton are both qualified teachers and are qualified SENCOs. Mrs Walsh is the Head of Centre for Newman Centre and Ms Abi Dainton is the Head of Centre for Xavier Centre. Designated Teacher for Looked After Children and Previously Looked After Children Mr Ian O'Brien, Deputy Head teacher, Staffing Lead Mr Richard Goud.

Mrs Sam Root-Dillon is the Age Phase Co-ordinator for Year 7,8 and 9 and Transition Co-ordinator, and Mrs Mel Allen is the Age Phase Co-ordinator for Year 10, 11 and KS5.

There is a dedicated team involved in Exam Access Arrangements.

All of the above can be contacted on their school email address or can be found in the LS Department, Newman Centre or Xavier Centre.

Staff training to support students with SEND

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 an Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Physiotherapist, Dyslexia Specialist 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 parent/carers of students with SEND

Parent/carers of students are invited to discuss the progress of their son/daughter regularly and receive a half termly Attitude to Learning report in addition to their individual Learning Plan reviews. Assessment and behaviour data is also available throughout the year on Bromcom for parent/carers to access. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all students 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 student has a special educational need and / or disability.

If following this normal provision improvements in progress are not seen, we will contact parent/carers to discuss this and what we will be doing to help us to address these needs better. From this point onwards, the student will be identified as having a SEND. Parent/carers will be encouraged to actively support and contribute to assessment, planning and review. In addition to



this, parent/carers of students 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 student. Information will be made accessible for parent/carers.

If a parent/carer has a concern about their child's progress they are invited to raise these concerns with the student's key staff. The appropriate person to contact will depend on whether the child already has an identified learning need. If this is the case, the parent/carer should initially contact the student's Mentor to discuss their concerns. These concerns will either be addressed directly by the Mentor or will be escalated to the students' Age Phase Co-ordinator and, where necessary, to the Head of Learning Support or Senior Teacher i/c Inclusion and Specialist Provision (SENCO). Details of this concern will be shared with the student's Year Leader and other key members of staff, where appropriate. Where a student does not have an identified learning need, a parent/carer can contact the SENCO directly or communicate their concerns with a Form Tutor or Year Leader. This information is then shared with the Learning Support Department and discussions will take place with parent/carer to inform next steps.

Arrangements for involving young people with SEND in their education

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

Students with SEND will be invited to work collaboratively with their Mentor in the creation of Targets which will be discussed and reviewed termly. Where a student has an EHCP, their input will be sought in preparation for their annual review. Students are often involved in the planning of their support to ensure that this support has the best chance of success, for example, including the student in the decision about where to deliver an intervention session or asking a student who they feel would be most appropriate to work with them.

Complaints procedures from parent/carers 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 students. We encourage parent/carers to discuss their concerns with the class or subject teacher in the first instance, then Age Phase Co-ordinator. If an issue cannot be satisfactorily resolved at this stage, it can be escalated to the Senior Teacher i/c Inclusion and



Specialist Provisions (SENCO) and/or Headmaster to resolve the issue before making the complaint formal.

The School Complaints Procedure can be found in the 'Policies & Documents' section of the school website.

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).
- A Service Level Agreement with Speech and Language Therapy Service (including buy-back of additional hours per term as required).
- A Service level Agreement with Occupational Therapy Services / Physiotherapy Services for student with requirement for direct therapy or advice.
- 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 students with high needs.

If a teacher feels a referral to any of the above services is necessary, they will contact the SENCO in the first instance to discuss their concerns. The Graduated Approach will be used to consider next steps in the support of that individual student.

Contact details for the local Parent/carer Partnership Service?

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

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



HELPLINE: 0808 164 5527

E-mail: info@RKsendiass.co.uk

Website: <https://www.rksendiass.co.uk>

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

Before students 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 sure the transfer is as seamless as possible. Year 6 students 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.

Throughout their time at Richard Challoner School, students will be focusing on Preparing for Adulthood with an emphasis on developing as an independent student. Students are supported, from an early stage, to make decisions that will allow them a smooth transition between school, further education and their adult life. This might take the form of careers advice, travel training and/or support in choosing the right subjects and courses at different times in their education, depending on their individual situation.

We also contribute information to a students' onward destination by providing information to the next setting. We maintain good links with local colleges and other post-16 providers to ensure that students with SEND (who do 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 https://kr.afcinfo.org.uk/local_offer and parent/carers without internet access should make an appointment with the SENCO for support to gain the information they require. Teachers may wish to either refer parent/carers to the local offer or to the SENCO should they have any questions regarding this.

This policy is published on the school website. The policy is reviewed annually and any changes to the information occurring during the year will be updated as soon as possible.

Policy Review Date: June 2024

Review Cycle: Annual