

Special Educational Needs and Disability (SEND) Policy

Richmond Park Academy

***"The purpose for all children is the same, the goals are the same. But the help that individual children need in progressing towards them is different."
(Warnock)***

Further advice and guidance on this policy can be obtained from Maria Rodrigues, Director of SEND

(mrodrigues@academiesenterprisetrust.org)

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Role	Designated Person	Contact details
SENDCo	Kirsteen Scott	senco@richmondparkacademy.org 020 8876 8891
Other senior leader with responsibility for SEND	Sandrine Schmitt, Assistant Principal	sschmitt@richmondparkacademy.org 020 8876 8891
SEND Link Governor	Maria Rodrigues	mrodrigues@academiesenterprisetrust.org

All teachers are teachers of pupils with special educational needs. SEND is therefore a whole school responsibility that requires a whole school approach

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1. Introduction

1.1 This policy sets out our vision and principles for children and young people with special needs and disability (SEND). It complies with all statutory requirements, including those relating to the legislation contained in the Equality Act 2010, the Children and Families Act 2014 and the Special Educational Needs and Disability Regulations 2014. The academy also follows the statutory guidance within the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014).

2. Vision and Principles

2.1 Our vision for children and young people with SEND is the same as for all children; We strive to ensure access for all to educational excellence in preparing children and young people for their futures, seeking to continually improve attainment and progress for all and secure the highest levels of achievement appropriate to the individual learner.

2.2 We work towards the following principles:

- A. To ensure SEND is a whole school responsibility requiring a whole school response
- B. To identify, as early and accurately as possible, any pupils with additional needs and make appropriate provision in accordance with the SEND Code of Practice
- C. To ensure all pupils receive a broad, balanced and relevant curriculum
- D. To build partnerships between home and school and ensure children and their parents are treated with respect and have their views taken into account
- E. To liaise with other members of staff, governors and appropriate outside agencies in order to meet pupils' needs effectively
- F. To provide quality support and advice for all staff working with pupils with SEND
- G. To ensure that children with SEND are admitted into the school in accordance with the whole school admissions policy

3. Definition of Special Educational Needs and/or Disability

3.1 A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

3.2 They have a learning difficulty or disability if they have:

- A. A significantly greater difficulty in learning than the majority of others of the same age, or
- B. 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

3.3 Special educational provision is additional to, or different from, any provision made generally for other children or young people of the same age by mainstream schools.

3.4 There are four key areas of Special Educational Needs outlined in the SEND Code of Practice:

- A. **Cognition and Learning** – e.g. moderate learning difficulties and specific learning difficulties such as dyslexia and dyscalculia
- B. **Communication and Interaction** – e.g. speech and language needs and autism
- C. **Sensory and Physical** – e.g. physical disability, visual and hearing impairment
- D. **Social, Emotional and Mental Health** - e.g. attachment difficulties, attention deficit hyperactivity disorder, eating disorders

4. Responsibilities for SEND

4.1 The SENDCo will:

- A. Work with the Principal and SEND governor to determine the strategic development of the SEND policy and provision in the school in order to raise the achievements of pupils with SEND
- B. Have day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual pupils with SEND
- C. Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure pupils with SEND receive effective support and high quality teaching
- D. Advise on the graduated approach to providing SEND support
- E. Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively and efficiently
- F. Be the point of contact for external agencies, especially the local authority and its support services
- G. Work with the Principal and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- H. Ensure the school keeps the records of all pupils with SEND are maintained and up to date
- I. Monitor the effectiveness of any special educational provision made and where necessary secure relevant services provision
- J. Liaise with parents/carers, external agencies and LA regularly to provide information on pupils' needs, provision and outcomes
- K. Ensure that, where the pupil transfers to another school or educational institution, information on provision and SEND files are shared with the appropriate authority or the proprietor of that school or institution
- L. Preparing and reviewing information required by law to be published in relation to special educational needs provision

4.2 The SEND governor will:

- A. Help to raise awareness of SEND issues at governing board meetings
- B. Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- C. Work with the Principal and SENDCo to determine the strategic development of the SEND policy and provision in the school
- D. Help to review the school's policy and provision for pupils with SEND
- E. Assure the governing body that the school website publishes the Local offer

4.3 The Principal will:

- A. Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
- B. Have overall responsibility for the provision and progress of pupils with SEND

4.4 Each teacher is responsible for:

- A. The progress and development of every pupil in their class, including those with SEND
- B. Working closely with any additional adults to assess, plan, do and review support and intervention for each pupil with SEND in their class
- C. Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- D. Set high academic and behavioural expectations for all pupils in , including SEND pupils and support them in achieving them.

5. Identifying needs

5.1 We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Teachers will make regular assessments of progress for all pupils and identify those whose progress is a concern. This may include progress in areas other than academic attainment, for example, social or communication needs.

5.2 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 and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

6. Working in partnership with pupils and parents

6.1 We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will ensure that:

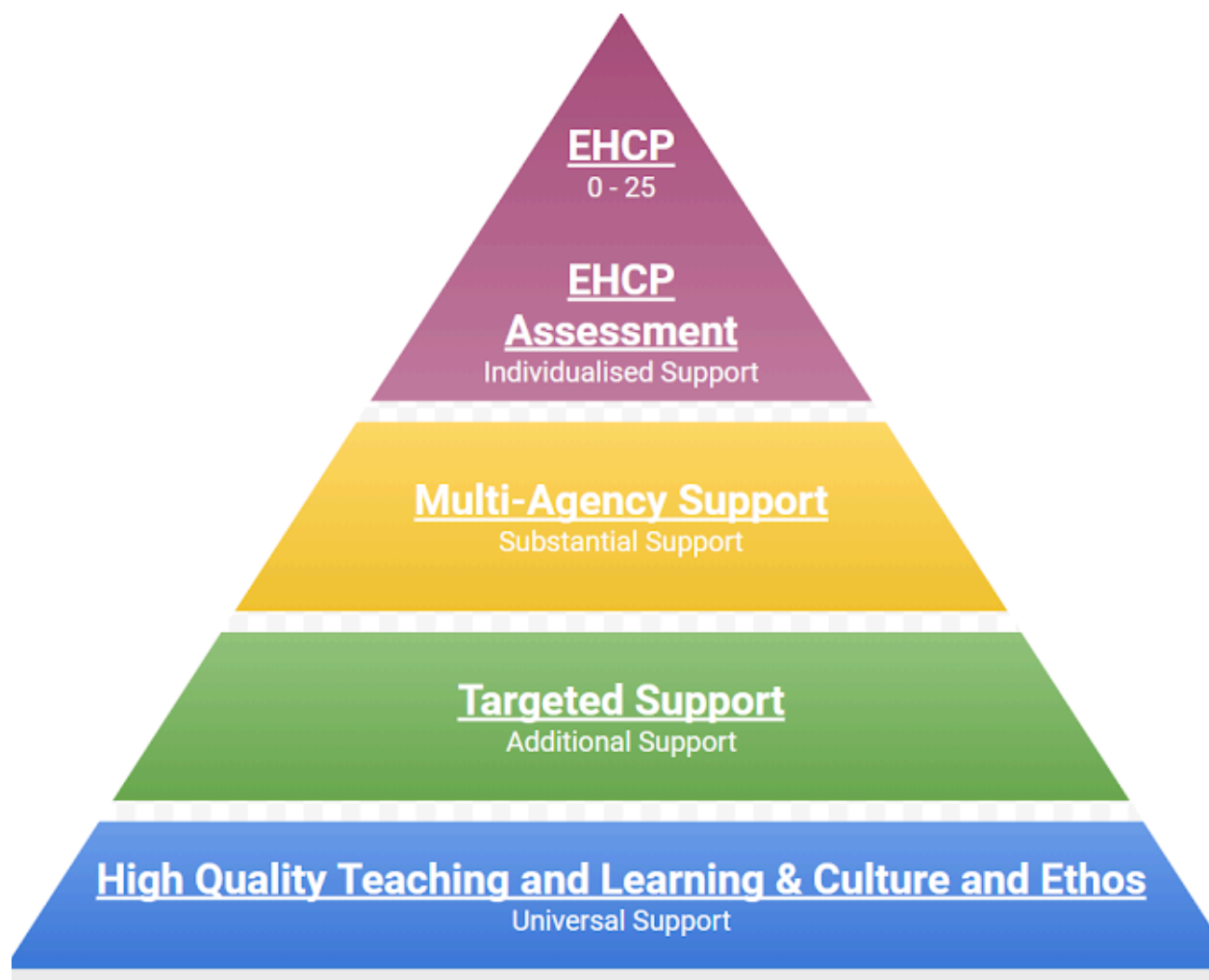
- A. Everyone develops a good understanding of the pupil's areas of strength and difficulty
- B. We take into account the parents' and pupils' views
- C. Everyone understands the agreed outcomes sought for the child
- D. Everyone is clear on what the next steps are

6.2 Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEND support.

6.3 Parents and pupils will be consulted on all matters relating to the child's SEND provision. Parents are also encouraged to participate as fully as possible in supporting their child's learning needs and request additional meetings with relevant staff in order to make this possible.

7. The graduated approach

7.1 We will follow the **graduated approach** and the four-part cycle of **assess, plan, do, review** as outlined in the SEND Code of Practice:

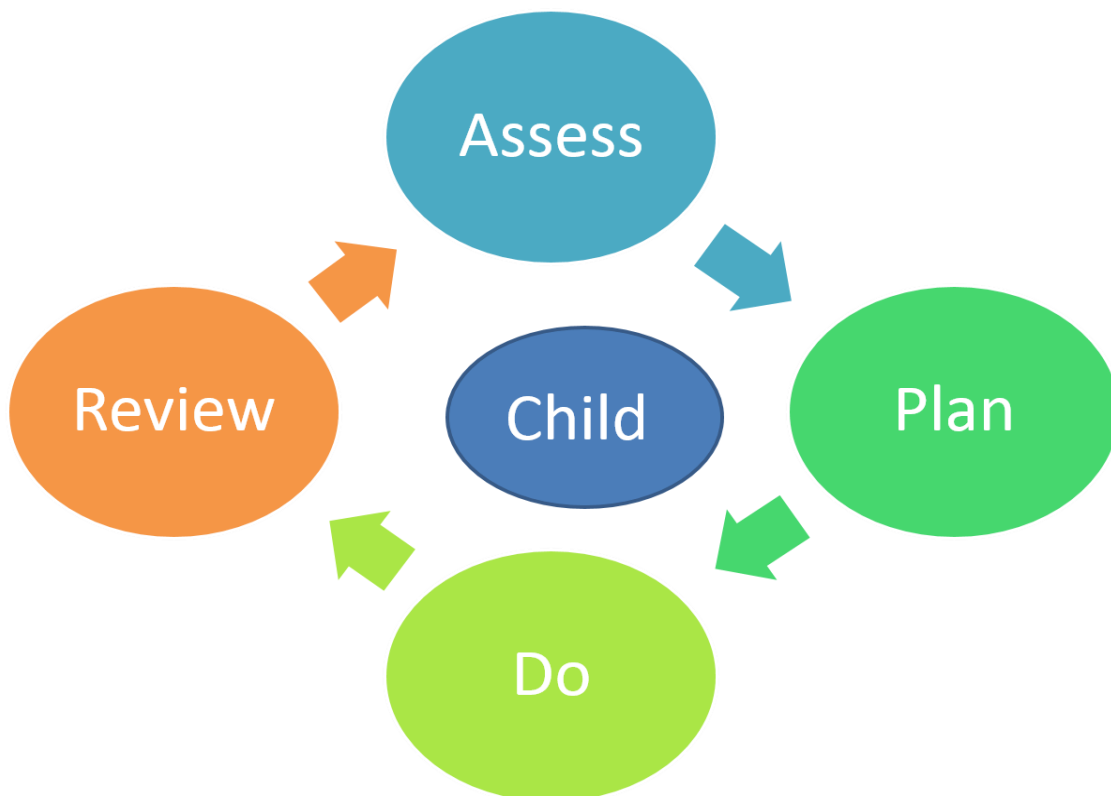


Assess: We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EPs) and from health and social services.

Plan: Where SEND support is required the teacher and SENDCo will put together a plan outlining the provision to be put in place for the pupil as well as the expected impact on progress and outcomes. This will be done in partnership with the pupil and parents and all staff who work with the pupil will be made aware of the plan.

Do: The class teacher is responsible for working with the pupil on a daily basis. The teacher will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENDCo will provide support and guidance for the teacher.

Review: The impact of the plan will be reviewed each term by the teacher, SENDCo, parent and pupil. This will inform the planning of next steps.



8. Our approach to teaching pupils with SEND

8.1 Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. We make the following adaptations to ensure all pupils' needs are met:

- A. Differentiating our curriculum to ensure all pupils are able to access it
- B. Adapting our resources and staffing
- C. Using recommended aids, such as laptops, visual timetables, larger font, etc.
- D. Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- E. Providing small groups or 1 to 1 interventions to focus on key skills.

9. Working in partnership with other professionals

9.1 We work with a range of external agencies to provide support for pupils with SEND. These include Speech and Language Therapy, CAMHS, Educational Psychology Services and Occupational Therapy.

9.2 We can also access support from the Academies Enterprise Trust (AET) SEN team. This support can include SEND reviews of provision, support for developing leadership of SEND, legal advice or staff professional development.

10. Expertise and training of staff

10.1 Our SENDCo holds the required National Award for Special Educational Needs (NASENCO). The SENDCo attends network meetings to share good practice with colleagues in the region and to keep up to date with SEND developments.

10.2 Training needs of other staff are identified in response to the needs of pupils. School staff have specific training and expertise in a number of areas, including but not limited to Dyslexia, Dyscalculia, Mental Health, ASD / Aspergers, Vocabulary development, Visual Impairment, ADHD, Executive Functioning and Down Syndrome.

11. Evaluating the effectiveness of SEND provision

11.1 We evaluate the effectiveness of provision for pupils with SEND by:

- A. Reviewing pupils' individual progress and attainment each term
- B. Reviewing the impact of interventions
- C. Using pupil and parent questionnaires to gain feedback
- D. Monitoring by the SENDCo
- E. Holding annual reviews for pupils with EHC plans

12. Enabling pupils with SEND to engage in activities

12.1 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. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

13. Complaints about SEND provision

13.1 We urge parents with any concerns regarding the SEN policy or the provision made for their child to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENDCo. If parents feel their child's needs are still not being met they should make an appointment to see the Principal or SEND governor.

13.2 If concerns are still unresolved parents may wish to use the local Information, Advice and Support Service for Special Educational Needs and Disability (<https://www.kids.org.uk/richmond-and-kingston-sendiass>) or engage with the School complaints policy procedures.

14. Monitoring arrangements

14.1 This policy and information report will be reviewed by the SENDCo, principal and SEND governor annually. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

15. Links with other policies and documents

15.1 This policy links to our other policies on:

Document	Hyperlink
Teaching and Learning Policy	https://sites.google.com/a/etinet.org/richmond-park-academy/statutory-information
Behaviour for Learning Policy	https://docs.google.com/document/d/1cnyha01kRvbmb1aWcXQnvo2hk36il6IT4taVCru3QEU/edit?usp=sharing
Supporting Students with Medical Conditions Policy	https://docs.google.com/document/d/1vwEdXnX-ZaTQ_kZcHrDcbG3-BX838DrikeSWfNNyT6Ti8/edit?usp=sharing
SEND Local Offer	https://www.afcinfo.org.uk/local_offer
Accessibility Plan	https://drive.google.com/open?id=1YT_aH772310KdTlihFzr9led7bElhQD3tQ1PkzOgx7g
Complaints Policy	https://drive.google.com/open?id=1IsTaqFDGyThR912nZwwk8ajscu7c3ATkLPpn_AziomY