



Richard Lander School

Special Educational Needs and Disability Policy

Policy Effective From: September 2024

Responsibility: SENDCO, Assistant Head/Deputy Head/Head/Governing Body

Reviewed and monitored by: SENDCo, Assistant Head/Deputy Head/Head/Governing Body

Review Date: September 2025

This policy accepts the definition of SEN as set out in the Special Educational Needs and Disability Code of Practice for 0 to 25 years (page 15)

Aims and Objectives

The Governing Body and teaching staff will strive to ensure that the necessary provision is in place for any student who has special educational needs and or disabilities, ensuring that every student is able to access a broad and balanced curriculum, which is differentiated where appropriate. Where the Headteacher, SENDCo or the appropriate Governor has been informed by the LA that a student has special educational needs and/or disabilities via an Education Health Care Plan those needs will be made known to all who are likely to teach them, along with other colleagues as appropriate. The same applies to those students identified as 'SEN Support'.

The staff and governors in the school are aware of the importance of identifying and providing for those students who have special educational needs and/or disabilities, both at EHCP and 'SEN Support' level.

All staff will ensure that students with special educational needs and/or disabilities join in the activities of the school together with students who do not have special educational needs and/or disabilities, so far as that is reasonably practical and compatible with the student receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources. We work in accordance with the Single Equality Scheme.

Responsible Persons

The 'responsible person' for SEND is Steve Mulcahy [Headteacher].

The person co-ordinating the day to day provision of education for students with special educational needs and/or disabilities is Victoria Whitlock [SENDCo].

All teaching staff and Teaching Assistants support the process with specialist input from a number of teaching staff.

Admission and Inclusion

All teachers in the school are teachers of children with special educational needs and/or disabilities. As such, Richard Lander School adopts a 'whole school approach' to special educational needs and/or disabilities which involves everyone adhering to a model of good

practice. Staff are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority.

The school operates an equal opportunities policy for children with special educational needs and/or disabilities who are afforded the same rights as other children. This includes both those children with Education Health Care Plans and those others with less significant needs at SEN Support.

The school complies with the requirements of the Disability Discrimination Act 2014 and the Equality Act 2010 and works with the Local Authority to bring access issues up to standard with reference to curriculum, premises and communication with students and their parents / carers. The long-term intention is to always ensure that the school is wholly accessible in these terms. To this end we will focus on all access strategies which will aim to overcome any barriers to learning or participation experienced by disabled people served by or serving the school. Please also see our Accessibility Policy.

Specialist Provision

Area Resource Base

The Area Resources Base (ARK) caters for a number of students with severe and complex needs. The day-to-day teaching in the ARK is led by two full time teachers, supported by further teaching input from other staff, including subject specialist staff. This is supported by HLTA's, Teaching Assistants and SEND colleagues.

Where appropriate, ARK students may be involved in some main stream lessons as well as the tutorial programme.

We aim to prepare ARK students for post-16 education and adult life and this is achieved through life-skills sessions, functional skills sessions, accredited courses meeting the individual needs of students plus college courses and work experience placements.

Access to the Curriculum

There will be flexible grouping of students so that learning needs may be met in individual, small group or whole class contexts.

The curriculum will be differentiated to meet the needs of individual students. Termly meetings and staff training inform and develop this, teaching styles and flexible groups also reflect this approach.

Curriculum tasks and activities may be broken down into a series of small and achievable steps for students who have marked learning difficulties.

Support via Teaching Assistants is also available on a 1-1 or small group basis allocated according to need and as reference in individual Education Health Care Plans.

Specialised interventions can be built into individual student's timetables these can include; literacy, numeracy, handwriting, social skills, life skills, physiotherapy, Exam Access Arrangements, Dyslexia support and resources, behaviour plans, manual handling plans, intimate care plans for example.

Facilities for Students with special educational needs and/or disabilities
Ramps at external entry and exit points

Lifts
Hoists
Sensory rooms
Medical room
Accessible toilets / changing / showering facilities
Specialist ICT packages
Small group intervention rooms
Blinds, curtains, room soundproofing to aid sensory, VI and HI students
Access to and use of alternative communication methods
Trained access to specialist equipment, furniture and mobility aids

Providing the graduated response at “SEN Support” (previously School Action and School Action Plus)

The school offers a differentiated curriculum. Where a student is not making age related progress and presents one or more of the following characteristics, they may be placed on the SEN register at ‘SEN Support’ and can receive additional support:

- Making lower than expected progress in literacy or numeracy, or at times lower than expected progress across the curriculum
- Has sensory and / or physical needs
- Has language, communication or interaction needs
- Has cognition and learning needs
- Has social, mental and or emotional health needs

This support may take the form of:

- Classroom organisation and management support
- In-class support by teacher / teaching assistant / peers
- Individual or small group work, specialised intervention
- Setting arrangements in a range of subjects to create a small ‘Focus Group’. (This enables teachers to focus on the key skills of literacy and communication, across a range of subjects including English, maths, Science and the Humanities)
- Behaviour support programmes.
- Use of specialist equipment.
- Alternative teaching strategies, methods / resources.
- ICT adaptations.
- Exam Access Arrangements.
- A wide range of curricular opportunities.

The resources allocated to students that do not have EHC Plans will be deployed to implement the additional provision at ‘SEN Support’ as outlined in the Code of Practice January 2015. Parents / carers will be informed and students will be involved in decisions taken at this stage. This process is known as the Graduated Approach, ‘Assess, Plan, Do, Review’.

If a student does not make expected progress despite the school taking the action outlined above, advice may be sought from appropriate support services referred to in Section 7 of this policy, and the student may be placed onto a higher level of intervention / support.

At both stages students can be in receipt of a generic Individual Education Plan in the form of a 'Learning Passport' which will be reviewed twice a year in collaboration with parents / carers.

Identification and Assessment – a graduated response

If progress is still not achieved despite the student receiving support at the 'SEN Support', he / she may be assessed with a view to initiating a statutory assessment of Special Educational Needs under the remit of the 1996 Education Act, Part IV

The identification of students on the SEN register will be led by the school's SENDCo, who will involve teaching and non-teaching staff as appropriate.

Records will be maintained of all students on the SEN register, including (where appropriate):

- Current needs
- Termly progress data, prior attainment
- End of Key Stage progress data
- Standardised and / or diagnostic testing
- Reading & spelling age tests
- Attitudinal data such as CfC (cause for celebration / cause for concern) and BFL (behaviour for learning) measures
- Student Voice / Parent Voice
- Lesson Observations
- Attendance data
- Practical advice, teaching strategies and information (Assess, Plan, Do Review evidence)
- Regular training to enhance teaching strategies provided to students with SEND

Records will be kept of those students receiving extra support. (It is important to maintain a record of progress from entry to exit of any support offered, to assist us in identifying its success and the requirement for further support of a similar or different nature.)

Liaison

Parents and carers will always be informed when an external agency becomes involved with their child. (See also 10)

Regular liaison is maintained with the following external agencies for students at 'SEN Support' and students with EHCP's:

- SEND Support Services (ASD team / Ep Service / PMNA Service / Cognition and Learning Team / Hearing support / Vision Support / AAC team)
- Social Care
- Advisory Service – English as an additional language
- NHS (Physiotherapy / SALT / Occupational Therapy)
- CAMHS
- Counselling agencies (Kooth / Penhaligons Friends)
- Cornwall Hospital Education Service (CHES)
- Careers Southwest (CSW)
- Education Out of School Services

- CICESSE for Children in Care
- Early Help Hub
- LA SEND Assessment and Provision Team
- Parent Carers Cornwall
- Care and Support in Cornwall directory. (formally The Cornwall Family Information Service)
- SENDIASS

The SENDCo maintains good links with the Local Authority and other schools through termly SENDCo Network meetings. In addition to this, the SENDCo and other members of staff liaise closely with, and visit, other specialist provisions.

This liaison is important in terms of supporting on-going development work, curriculum development work, transition to and from our provision, moderation and continual professional development.

The Special Educational Needs department has an identified Governor representative, who meets regularly with the SENDCo and shadows key aspects of practice.

The SENDCo attends Full Governing Body meetings 2 twice yearly, providing updates on policy, progress and initiative.

Arrangements for the Treatment of Complaints

Should there be concerns, parents / carers are encouraged to discuss them with the SENDCo; additionally, parents and carers are also encouraged to use the services of the Parent Carers Cornwall and SENDIASS.

The procedure for managing complaints beyond this stage is:

Complaint to be sent, in writing, to the Headteacher. At this point, the wider school complaints policy will be invoked.

Staff Development

In-service training needs related to special educational needs and/or disabilities will be identified by the SENDCo in consultation with the SLT and wider staff team and will be incorporated into the staff development plan and inset schedule.

At Richard Lander School, all teachers are teachers of children with special educational needs and/or disabilities. All staff are provided with the relevant information required to teach all students within their classes included those with special educational needs and/or disabilities.

The curriculum offer for students with special educational needs and/or disabilities is regularly reviewed ensuring that it promotes inclusion for all students, including learning opportunities outside of the classroom also.

In the past academic year, the wider staff team have had access to training in the following areas: Autism, PDA profile, ADHD, Trauma Informed Schools,

Specialist SEN staff have had further staff development in relevant training areas.

Working with Parents

The school will actively seek the involvement of parents / carers in the education of their children. It is recognised that it is particularly important with students who have special educational needs and/or disabilities where the support and encouragement of parents / carers is often the crucial factor in achieving success.

Parents / carers will be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice January 2015. Communication between parents / carers and the school will be properly maintained. Parents / carers will be kept informed about the Parent Carers Cornwall and SENDIASS.

Communication can take place via, regular parent's evenings, reports, individual meetings, Learning Passport reviews and EHCP annual reviews. The SENDCo and Assistant SENDCo are also available for individual meetings with parents as and when required.

As mentioned in '7' above, parents will be fully consulted before the involvement of Local Authority support agencies with their children, and will be invited to attend any formal EHC plan and or review meetings at all stages.

Student Participation

The school will work to ensure that students are fully aware of their individual needs and the targets in their EHCP's or Learning Passports, if applicable. Steps will be taken to involve students in decisions which are taken regarding their education, essentially through their participation in the review processes (Learning Passports / EHCP / Transition planning) A Key Worker is allocated to every student who has a EHCP or Learning Passport.

Evaluating Success

This policy will be annually reviewed. Governors will evaluate the success of the policy critically through the educational outcomes of students on the SEND register. This includes:

- Progress made by SEND students in all year groups.
- Progress made in GCSE examinations through internal school analysis and School to school, national data analysis.
- Attendance data, as well as exclusion data (or wider behavioural data)
- Wider achievements and opportunities.
- Data regarding transition to further education.

Additionally, staff with responsibility, notably the SENDCo, ARB manager & Assistant SENDCo, will have on-going responsibility for evaluating the impact of students' Learning Passports and where relevant, EHCP's.

In addition, evidence of progress / impact will be gathered regarding:

- Staff awareness of individual student need and confidence in addressing it.

- Early identification of SEND by the SENDCo or other subject staff, which allows for intervention and support at an early stage.
- The number of children participating in specialised interventions and the progress made by students.
- Number of Non EHCP children effectively supported by the School
- Consultation with parents / carers.
- Proportion of students moving between stages of the SEN register (notably placement onto and off the SEN register in the cycle of Assess, Plan, Do, Review) as the Graduated Approach.
- Students' awareness of their targets and achievements, and their confidence and well-being.