



SPECIAL EDUCATIONAL NEEDS (SEN) POLICY

Date approved:	Draft for approval by Governors 17.07.16
Review Frequency:	Every three years
Date next review due:	July 2019
Scope of Policy:	This policy applies to all staff, students and volunteers at Riverside School

1.0 Introduction

As with all our students, students with SEN are valued members of the school community and make a strong contribution to its success.

Riverside School complies with the Special Educational Needs Code of Practice.

Our policy outlined below shows the action we take to provide a secure and positive environment for students with SEN, in which all can achieve their full potential.

Our policy describes the responsibilities of our staff and the partnership we seek to establish with parents in providing a positive transition to Secondary education and a successful school experience for children with SEN, whether or not they have an Educational Health Care Plan (EHC)

2.0 Basic information about Riverside School's SEN provision

2.1 Definition of Special Educational Needs

Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

Children have a *learning difficulty* if they:

a) have a significantly greater difficulty in learning than the majority of children of the same age; or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority

(c) are under compulsory school age and fall within the definition at (a) or (b) above, or would so do if special educational provision was not made for them.

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

2.2 Objectives of the Governing Body in making provision for pupils with special educational needs

- At Riverside School we welcome pupils with special educational needs as part of our community and we will ensure that all pupils have an equal opportunity to engage in the curriculum.
- We will seek to maximise the achievement of all pupils with SEN.
- We recognise that we will need to consider the individual needs of pupils when planning our curriculum. We will provide a curriculum which is accessible to the individual needs of our pupils.
- We recognise that some pupils will need additional support to ensure access to the whole curriculum. We will ensure that the needs of pupils are identified and assessed and we will provide appropriate support strategies. If additional specialist advice and support is necessary we will contact the appropriate external agencies.

2.3 How the governing body's policy for special educational needs will contribute towards meeting these objectives

The Governing Body will:

- Ensure that all students have access to a broad and balanced curriculum and additional support as necessary to ensure their progress
- Ensure all staff are responsible for supporting the achievements and well being of students with SEN
- Provide a differentiated curriculum appropriate to each individual's needs and ability
- Ensure the identification of all students requiring SEN provision as early as possible in their school career
- Ensure that SEN students take as full a part as possible in all school activities
- Ensure that parents of SEN students are kept fully informed of their child's progress and attainment
- Ensure that SEN students are involved, where practicable, in all decisions affecting their future SEN provision
- Develop appropriate training for all staff so that they are all familiar with existing practices and new developments within SEN legislation
- Maintain effective links with local primary schools and external agencies

2.4 Responsibility for co-ordinating the day-to-day provision of education for pupils with special educational needs

The school's SEN Coordinator (SENCO) is responsible for co-ordinating the day-to-day provision of education for pupils with special educational needs.

In the school's first year of operation, 2013-14, the SENCO role will be carried out by the Head of School, from 2014/15 – 2015/16 by the Assistant Headteacher (Inclusion) and from 2016/17 onwards by a stand-alone SENCO post-holder.

2.5 Arrangements for co-ordinating the day-to-day provision of education for pupils with special educational needs at the school.

The SENCO has the following responsibilities:

- To establish an individual SEN record or profile for pupils with SEN
- To maintain and oversee all records for pupils with SEN
- To liaise with other staff about pupils' SEN
- To timetable extra support or resources for pupils with SEN
- To advise staff on strategies for meeting pupils' SEN
- To manage teaching assistants
- To liaise with parents of pupils with SEN
- To liaise with outside agencies such as LA support and educational psychology services, health and social services and voluntary bodies.
- To establish effective communication and reporting systems with Heads of Year and Heads of Department, Form Tutors and Subject Teachers to ensure that all information about students with SEN is up to date and recorded and that appropriate action is taken where required.

2.6 Admission arrangements for pupils with special educational needs who do not have an EHC

- Riverside School will consider applications from parents of children who have SEN but no EHC on the basis of the school's published admission criteria. Such children will be considered as part of the normal admissions criteria.
- The School will make every effort to meet the individual needs of a child with SEN.

2.7 Specialist SEN provision

Riverside School does not have any additionally-resourced specialist provision for any particular types of SEN. However, where individual specialist provision is needed the school will seek to buy in appropriate support services.

2.8 *Facilities for pupils with special educational needs*

- The school's accommodation will enable any student with SEN to access all rooms and facilities.
- All students with SEN will have easy access to computers and other learning resources, adapted as appropriate to individual need.
- Classrooms are large enough to give easy access for wheelchairs and enable students to use ICT either from desktop or handheld technology. Height-adjustable computer stations are available.
- Hearing loops and other audio technology will be made available to aid pupils with hearing impairment.
- Teaching materials will address suitable print size, colour and design where needed to aid visual accessibility. Large print and magnified computer screens will be made available for visually impaired students so that they can remain with their peers in most teaching environments.
- Students with dyslexia or dyspraxia will gain confidence through positive use of technology, for example to address spelling and presentation difficulties.
- Students with specific difficulties such as ADHD or autism will have access to quiet rooms in order to provide an appropriate working environment. A range of teaching spaces will be available to meet varied learning needs.

3.0 **Identification and assessment of, and provision for, pupils with SEN**

3.1 *Resource allocation to and amongst pupils with SEN*

Provision for pupils with SEN is resourced by appropriate and efficient allocation of funding received through a range of mechanisms, including designated SEN funding and the general school budget.

Decisions on the deployment of funding are taken by the SENCO, with the agreement of the Senior Leadership Team.

3.2 *How pupils with special educational needs are identified and their needs determined and reviewed*

Riverside School has a well-designed process for early identification of SEN, for determining the specific needs of each pupil and for regularly reviewing these needs.

Details are set out in Appendix A below.

3.3 *Arrangements for providing access by pupils with SEN to a balanced and broadly based curriculum*

Riverside School is particularly distinctive in offering three clear pathways, differentiated by academic aptitude and ability, delivered in three 'mini-schools':

- Highly Academic Mini-School - approximately 50% of the cohort – following a traditional academic curriculum.
- Mixed Academic/Applied Learning Mini-School - approximately 30% of the cohort – following a mixed academic and vocational/applied curriculum.
- Supported and Inclusive Learning - approximately 20% of the cohort - in Key Stage 3, one teacher for half the week, concentrating on developing literacy, numeracy and social/emotional skills whilst covering the same curriculum areas as the other two pathways and in Key Stage 4, core GCSEs plus an individual programme including college or work-based learning.

Students identified as having SEN are, as far as is practicable, fully integrated into appropriate mainstream classes, in one of the pathways outlined above. However, additional provision and improved accessibility to specialised resources is made available as required and every effort is made to ensure full access to the school's broad and balanced curriculum.

The main methods for providing access by pupils with SEN to a balanced and broadly based curriculum are:

- Full-time education in classes in the appropriate pathway, with additional help and support by class teacher/subject teachers and teaching assistants as required.
- For some students with SEN, placement in the Supported and Inclusive Learning Pathway for an appropriate period. At Key Stage 3 they will have one teacher for half their week, concentrating on developing literacy, numeracy and social/emotional skills. In this Literacy Focus Group structure, a single teacher will cover the curriculum areas of English, History, Geography and Civics but use these primarily as vehicles for improving literacy, numeracy and social/emotional skills. There is an added benefit for these students in building a close relationship with one teacher on a primary school model.

In Key Stage 4 most will study the core GCSEs – English, English Literature, Maths and Science - and then have an individual programme tailored to their needs, which might include college or work-based learning alongside vocational or applied qualifications, leading to employment or further training.

- Support from SEN specialists within class or as part of a small-group withdrawal programme.
- Tailored personal support for individual SEN students with more complex needs, via the school's SEN specialist staff. In the first two years of the school's existence, while overall numbers are low, specialist SEN support will be bought in according to individual need from local providers.

3.4 How pupils with SEN engage in activities together with pupils who do not have special educational needs

Riverside School values all its pupils equally. Those pupils with SEN are regarded at all times as full members of the community and their curriculum provision is inclusive. Pupils have full access to the school's environment, resources, staff and activities and the school carefully monitors all areas of school life to identify and address any barriers to inclusion for individuals or groups.

Pupils with and without SEN are expected to participate equally as far as possible in all areas of school life, including extra-curricular and sporting activities.

3.5 How the governing body evaluates the success of the education which is provided at the school to pupils with SEN

Robust systems are in place for monitoring and review at Riverside School and SEN policy and practice is part of this on-going self-review process. This ensures that evidence is available to judge the success of identification and assessment; the provision made for pupils and how effective this is in terms of pupils making progress.

Parents, pupils, governors and other relevant bodies will have access as required to records which monitor progress and achievement.

Full use will be made of internal and external data relating to attainment and progress.

Riverside School's Governing Body's responsibilities to students with SEN include:

- Ensuring that provision of a high standard is made for SEN students.
- Ensuring that a Governor specialising in SEN issues is identified to inform Governors about all aspects involved with teaching and supporting SEN students.
- Ensuring that SEN students are fully involved in school activities.
- Having regard to the Code of Practice when carrying out these responsibilities.
- Being fully involved in developing and subsequently reviewing SEN policy.

3.5 Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school

Riverside School has a complaints procedure, which may be used by parents of pupils with SEN concerning the provision made at the school.

Initially any concerns and complaints about SEN provision should be addressed to the SENCO, who will respond by meeting with the parents/carers to discuss the situation. If this does not resolve the situation the matter should be raised with the Head of School. If the complainant is still not satisfied they should raise the matter with the SEN Governor. After this, the complaint should pass to the first level of the general complaints procedure.

4.0 Staffing policies and partnerships with bodies beyond the school

4.1 In-service training for staff in relation to SEN

Riverside School is committed to a programme of Continuous Professional Development for all its staff, teaching and support. In relation to SEN, the CPD programme has strands relating to individual, group and whole-staff training.

CPD for individuals includes training in the identification of SEN, management of appropriate provision and monitoring of outcomes for key individuals involved in the leadership and management of SEN provision, including:

- SENCO
- Appropriate members of the Senior Leadership Team
- Designated SEN Governor

CPD for designated groups includes training in appropriate strategies for addressing SEN for groups including:

- Newly appointed staff as part of the new staff induction programme
- Newly-qualified teachers, as part of the NQT induction programme
- Teaching assistants and other curriculum support staff

CPD for the whole staff includes training in:

- Awareness and understanding of the School's procedures for the identification and assessment of, and subsequent provision for, SEN students
- The responsibility all teachers have in making provision for SEN students.
- What exactly constitutes a "level of concern" and at which point school procedures should be activated.
- How to access information about students' SEN
- How to develop learning targets for SEN students.
- The range of strategies available to assist students with SEN to progress.
- Working with other professionals to ensure the progress of students with SEN.
- Developing constructive relationships with the parents of students with SEN.

4.2 The use made of teachers, facilities and services from outside the school, including links with support services for SEN, child health services, social services, educational welfare services and voluntary organisations

Riverside School recognises the important contribution that external support services make in assisting to identify, assess and provide for students with SEN.

When appropriate to the needs of the pupil, colleagues from a range of support services will be called upon to provide support, including:

- Medical Officers
- Educational Psychologists
- Speech Therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- Child and Family Consultation Service
- Counsellors
- Voluntary sector organisations

4.3 The role played by the parents of pupils with SEN

Parents/carers of pupils with SEN know their children best and have a great deal to contribute. Their views and contributions are valued and they are listened to. Parents have a key role in supporting students with SEN.

Riverside School encourages a partnership approach and operates an 'open door' policy. Parents can approach the school whenever they have a concern and time will be made for them; scheduled meetings will be arranged for parents to meet and discuss their child's progress; opportunities will be available for parents/carers to come and work or observe their child in the school.

Parents will be made aware of the Local Authority Parent Partnership Service and Disagreement Resolution Service and are able to make use of these services if required.

4.4 Links with other schools and the provision made for transition of pupils with SEN between schools or between the school and the next stage of life or education

Riverside School works closely with Trinity Special School, the Local Authority's only Special School, which has been judged "Outstanding" by Ofsted. Trinity is a Training School and Riverside staff will be encouraged to make links and take part in training programmes both on and off site.

In addition, Riverside School is linked to a partner school, The Sydney Russell School, and has access to help and advice from Sydney Russell's extensive staff expertise in SEN, including an Autism Unit.

Riverside School will ensure that all records have been transferred at points of transition either from Primary schools or from other schools both in and outside the Local Authority. Examples of useful information about the child include any detailed background information collated by the primary school SENCO; copies of IEPs (or other similar working documents)

prepared in support of intervention through School Support; and any educational health care plans.

Riverside School's SENCO will make personal contact with schools identifying pupils at transition with SEN. Personal contact will help to ensure that all relevant information is successfully passed on to the new school so that plans can be in place for the admission of a pupil with SEN, with or without an EHC.

Riverside School will work closely with pupils, parents, external agencies and the Careers Service to ensure that each pupil with SEN has a clear and sustainable progression route into education, training or employment when leaving the school at the age of 16, 17 or 18.

APPENDIX A

How pupils with SEN at Riverside School are identified and their needs determined and reviewed

1.0 How pupils are identified and monitored

At Riverside School a whole-school approach is adopted to SEN policy and practice. All teachers are responsible for identifying students with SEN and, in collaboration with the SENCO, will ensure that those students requiring different or additional support are identified at an early stage.

1.1 *Early Identification*

On entry to the school each child's attainment will be assessed in order to ensure continuity of learning from Primary school, or transference from another Secondary school. Early identification of students with SEN is a priority. The school will use appropriate screening and assessment tools, and ascertain student progress

For students with identified SEN at their Primary School, the SENCO will:

- Use information from the Primary school to shape the student's curriculum and pastoral provision in the first few months
- Use evidence obtained by teacher observation/assessment and tracking
- Use performance in National Curriculum assessments judged against level descriptions
- Assess student progress in relation to Literacy and Numeracy targets
- Identify the student's skills as well as areas that require support
- Involve students in planning/agreeing their own targets
- Involve parents in a joint home-school learning approach

1.2 *Assessment*

Assessment is the process by which students with SEN can be identified.

Assessment tools to be utilised at Riverside School include:

- Screening/diagnostic tests such as the Lexia Lucid Rapid Assessment for Dyslexia
- Reports or observations from staff
- Half-termly internal assessments carried out on all pupils
- Records from previous schools

- Information from parents
- National Curriculum results
- External exam results
- Student portfolios

1.3 *Monitoring*

Riverside school will continuously measure each pupil's progress by referring to:

- Student progress against the targets ('P' Scales, NC Levels or GCSE/Vocational grades) set by the school, using a system of half-termly assessments on all our students. These Tracking Assessments (1-5 per year) assess progress towards individual targets in each subject area. Every subject teacher is aware of the students with SEN.
- Issues raised by teachers
- Issues raised by parents

2.0 How provision for pupils with SEN is planned and organised

Students identified as having SEN are, as far as is practicable, fully integrated into appropriate mainstream classes, in one of the school's three pathways. However, additional provision and improved accessibility to specialised resources is made available as required and every effort is made to ensure full access to the school's broad and balanced curriculum.

2.1 *Interventions*

Riverside School will advocate a graduated response to meeting pupils' needs in addition to being placed in an appropriate pathway. When they are identified as having SEN, the school will intervene through School Support and meeting the needs of EHC plans.

The SENCO and subject teachers will review the approaches adopted. Where concerns remain despite sustained intervention the School will consider requesting a Statutory Assessment. Parents will be fully consulted at each stage. Riverside School also recognises that parents have a right to request a Statutory Assessment.

The steps taken to meet students' individual needs will be recorded. The SENCO will maintain the records and ensure appropriate access to them. In addition to the usual school records, the student's profile will include information from:

- Previous school/phases

- Parents
- Teachers regarding progress and behaviour
- Student's own perceptions of difficulties
- Health/social services
- Other agencies eg Careers Service

2.2 *School Support*

School Support is characterised by interventions that are different from or additional to the normal differentiated curriculum. School Action intervention can be triggered through concern, supplemented by evidence that students:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties
- Have sensory/physical problems
- Experience communication and/or interaction problems

If the School decides, after consultation with parents, that a student requires additional support, the SENCO, in collaboration with teachers, will support the assessment of the student and have an input into future planning. The subject teacher will remain responsible for planning and delivering individualised programmes. Parents will be consulted on, and closely informed of, the action and results.

2.2.1 *Intervention for School Support*

The SENCO in collaboration with the subject teacher will decide the action required to help the student progress. Based on the results of assessments, the actions might be:

- Deployment of extra staff to work with the student
- Provision of alternative learning materials/special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to Local Authority support services for advice on strategies, equipment, or staff training

2.3 *Further School Support*

Further School Support intervention will usually be triggered through continued concern, supplemented by evidence that a student:

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower than expected for a child of similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

External support services will require access to students' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the student. Parental consent will be sought for any additional information required. The resulting plan will incorporate specialist strategies. These may be implemented by the subject teacher but involve other adults. Where appropriate the School may well require direct intervention/support from a specialist teacher or support worker.

2.4 *Statutory Assessment*

The School will request a Statutory Assessment from the Local Authority when, despite an individualised programme of sustained intervention within School Support, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency.

The following information will be available:

- The student's assessment data
- Records and outcomes of regular reviews undertaken
- Information on the student's health and relevant medical history
- Literacy/Numeracy attainments
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the child

- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

2.4.1 EHC Plan

An Educational Health Care Plan will normally be provided where, after a Statutory Assessment, it is agreed that the child requires provision beyond that which the School can offer.

An EHC will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the Statement
- Shorter term targets, established through parental/student consultation and implemented in the classroom
- Delivered by the subject teacher with appropriate additional support where specified

2.4.2 Reviews of EHC Plans

EHC plans will be reviewed annually. The SENCO will organise these reviews and invite:

- The child's parent
- The child if appropriate
- The relevant teacher/s
- A representative of the Local Authority if required
- Any other person the Local Authority considers appropriate
- Any other person the SENCO considers appropriate

The aim of the review will be to:

- Assess the student's progress in relation to personalised targets
- Review the provision made for the student in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing EHC Plan in relation to the student's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year