



## SEND Policy

<b>Date for renewal/updates/review</b>	December 2022
<b>Named person responsible for monitoring</b>	Deputy Headteacher
<b>Agreed by Full Governing Body</b>	December 2021

### Compliance

This Special Educational Needs and / or Disability (SEND) Policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools (DfE February 2013)
- SEND Code of Practice 0 – 25 (2014 and 2015 update)
- Statutory Guidance on Supporting pupils at school with medical conditions (December 2015)
- The National Curriculum in England Key Stage 1 and 2 framework (September 2016)
- SWRS Safeguarding Policy
- Behaviour For Learning Policy
- SWRS Accessibility Plan
- Teachers Standards 2012
- Keeping Children Safe in Education 2021

### Definition of Special Educational Needs

Children have special educational needs 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 or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institution

**Special educational provision** is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers

Children must 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. However, we do recognise that such students may need support, and this is provided across all year groups by all staff.

Many children and young people who have a special educational need may have a disability under

the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

We also recognise that some students are “more able” and as such have “needs” which should be taken into consideration. This can be achieved through differentiation, setting, specialist classes, target setting and mentoring.

**Special educational provision** means: “educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Authority, other than special schools, in the area.”

## **School Values and Beliefs**

- The SEND policy reflects the vision, mission and values of the school.
- Every teacher is a teacher of every student including those with SEND.
- The school recognises the right for students with SEND to be educated in a mainstream school. We believe that the special educational needs of our students are best met through a personalised response to their individual needs. We aim to enable each student to reach their full potential regardless of their difficulties by providing appropriate teaching to make learning challenging yet enjoyable. Special educational needs provision is an integral part of the curriculum and the responsibility of the whole school community.
- The school has specific expertise in working with students who have Physical Disabilities and Hearing Impairment and has two Additionally Resourced Provisions (ARPs). The PD-ARP has provision for 10 students and the HI-ARP for 6.

## **The Aim of the SEND Policy**

Sir William Ramsay School seeks to create a dynamic learning community which promotes individual and collaborative success for all.

We are committed to the following principles:

- Respect: for self, others and the environment.
- Inclusion within mainstream and society.
- Collaboration between students, parents and school staff.
- Developing learning skills and personal qualities across the curriculum, inside and outside the classroom.
- The school does not discriminate against students on the grounds of their needs.
- Raising the aspirations of and expectations for all pupils with SEND.

## **SEND Policy Objectives**

1. To identify and provide for students who have special educational needs and additional needs
2. To work within the guidance provide in the SEND code of Practice, 2014
3. To operate a “whole student, whole school” approach to the management and provision of support for special educational needs
4. The SENDCO will ensure the full implementation of the SEND policy.
5. To provide support and advice for all staff working with special educational needs pupils.

## Identifying SEND

The Code of Practice describes the four broad categories of need. These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a student into a category. At Sir William Ramsay School we identify the needs of students by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

The broad areas of need are:

### **1. Communication and interaction**

Where a student may experience difficulties with speech, language and communication. This may mean they struggle to communicate what they want to do, understand what is being said to them, or they do not understand or do not know how to use social rules of communication.

### **2. Cognition and learning**

Where a student may learn at a slower pace than their peers, even with appropriate differentiation. This may include a wide range of learning needs from moderate learning difficulties to severe learning difficulties, where children are likely to need support in all areas of the curriculum.

Specific learning difficulties affect one or more aspects of learning. This includes dyslexia, dyscalculia and dyspraxia.

### **3. Social, emotional and mental health difficulties**

Children and young people may experience social and emotional difficulties which manifest in different ways. These behaviours may cause the child to become withdrawn or challenging and disruptive in class.

### **4. Sensory and/or physical needs**

Some students may require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many students with hearing impairment, visual impairment or multi-sensory impairment will require specialist support and/or equipment to access their learning.

At Sir William Ramsay School, the identification of special educational needs and disability is met through a range of information gathering and sharing systems and will involve the needs of the individual student in all areas of the curriculum. Please see Appendix Two for more information.

Where progress in the curriculum is slow, the possibility that a student's problems in the classroom may arise from SEND will be appropriately assessed and provision made. This also includes progress in areas other than attainment- for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life the need for SEND provision will be reviewed.

## **A Graduated Approach to SEND Support (See Appendix 2)**

Every teacher is a teacher of students with SEND needs. Quality first teaching in the classroom is

the first intervention. The Code of Practice suggests that students are only identified as SEND if they do not make adequate progress once they have had all the intervention/ adjustments and good quality personalised teaching.

All teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to students who have, or may have, SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

At Sir William Ramsay we regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered. Heads of Year (HoY) and subject team leaders review the data for each learning cycle to target students where extra intervention may be required.

The teacher/ SLT/ HoY as appropriate and SENDCO will consider all of the information gathered from the available sources and from within the school about the student's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. Once a student has been identified as having SEND needs the best way of offering assistance needs to be planned.

### **'C' – SEND Concern**

Students have additional needs which teachers and staff need to be aware of in order to plan effective differentiated lessons and individualised learning. This includes exam access arrangements, reading and handwriting support. The student is making expected progress in line with data and expectations in lessons.

SEND information is stored on SIMS for teachers to access and updated as new changes of information come to light.

### **'K' – SEND Support**

This is for students identified as requiring extra support, through the evidence gathered from the different sources as previously detailed.

The support then builds to where the student may require support in lessons to help them make progress through and access the curriculum. The school is required to provide the first 13.5 hours of support or equivalent to £6500. Students no longer have LSAs attached to them all of the time as the research has shown that this does not promote independent learning. Therefore, the nature of the in-class support will vary based on student need.

Students receiving SEND support will have a SEND support plan which details their needs and the best provision to help them in school, for example learning strategies, which can then be shared with staff via a student profile. This will be reviewed three times a year.

### **'E' – Education Health and Care Plan (EHCP)**

This is where a student has received statutory assessment by County and awarded an EHCP. This involves detailed preparation of evidence in support of the learning needs of the student. County

have 20 weeks in order to complete the assessment and inform parents of the outcome. County then set out the nature of the support and what the student can expect to receive. This is also supported by additional funding from County.

Each student will have a detailed EHCP which is specific to their learning needs and will have specific objectives to follow. This information is passed to staff via the EHCP. This is reviewed three times a year.

## Appendix 1: Key Contact Information, Roles and Responsibilities

Role	Post Holder	Contact Details
SENDCO	Mrs E Wolfenden	ewolfenden@swr.school
Deputy SENDCO	Mrs T Thompson	tthompson@swr.school
SEND Manager	Mrs L Routledge	lroutledge@swr.school
SEND Governor	Mrs J Forbes	
SLT Lead	Ms N Renyard	nrenyard@swr.school
Lead HI ARP	Mrs A Cullen	acullen@swr.school
Lead PD ARP	Mrs N Taylor	ntaylor@swr.school

### SEND Structure

#### SEND Governor

The SEND Governor monitors SEND issues and the implementation of SEND policy and practice across the school. They provide governance on SEND issues and feedback to the Governors as part of whole school improvement.



#### SLT Deputy Head



#### SENDCO

Coordination of SEND across the school, organisation and maintenance of intervention register  
Reporting to SLT



#### Deputy SENDCO, SEND Manager and ARP Leads

Day to day management of ARPSs, organisation and maintenance of intervention  
Reporting to SENDCO



#### Learning Support Assistants (LSAs)

## **Appendix 2: Graduated Response**

The following methods are used to identify need, implement learning strategies and evaluate progress:

- transfer documents from previous schools
- visits to primary schools
- information from parents/carers
- screening for literacy difficulties
- testing for exam concessions
- staff meetings/liaison
- classroom observations (I.L. Staff and Subject Teachers)
- Internal tracking systems

The following areas are not SEND, but may impact on progress and attainment:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Identifying 'behaviour' as a need is no longer an acceptable way of describing SEND. Any concerns relating to student's behaviour should be described as an underlying response to a need.

For higher levels of need, the school will draw on more specialised assessments from external agencies and professionals. This will be dependent on the previous assessments, but may, as appropriate to the needs of the student come from:

- An Educational Psychologist
- The Speech and Language Therapy Service
- Private Transition Services
- The Education Welfare Service
- The Careers Service (Connexions) for Careers advice
- The School Health Service; including CAMHS (Child and Adolescent Mental Health Services)
- Advisory Teachers - Hearing/Visually Impaired Pupils
- There are also links and regular meetings with local primary schools throughout the year

Parents, families, children and young people are involved at each stage of the process. Their consent is vital to any involvement from outside agencies involved in this process.

### **Appendix 3: Managing Pupils on the SEND Register**

A student is placed on the SEND register if:

- i) They are receiving an intervention within the SEND department above that which they would receive in the classroom or
- ii) They have a learning need that teachers need to be aware of to aid classroom teaching, but do not necessarily require further intervention owing to the progress they are making.

Sir William Ramsay School also runs intervention groups as a catch up for students who have fallen behind in a subject, this does not mean that the student has SEND needs. Therefore SEND interventions are distinguished from subject catch-up or intervention.

The SEND register has different categories, replacing school action and school action plus from the previous legislation.

Students may find that they are on the register for different periods of time depending on their needs. Under the new Code we will be using the cycle of ASSESS - PLAN - DO - REVIEW. This is to ensure that any intervention is making an impact on the student. Every pupil cohort will be different and provide a different profile of needs overall. As a result, in-house arrangements will need to be personalised to meet the needs of the cohort.

The SENDCO is responsible for maintaining and updating the student records. The core expectation is that the teacher holds the responsibility for evidencing progress according to the outcomes described in the plan.

All aspects of provision are discussed with the student and their family. If we identify that we are unable to fully meet the needs of the pupil through our own provision arrangements then this is discussed with all stakeholders.

#### **Criteria for Exiting the SEND Register/ Record**

A student can exit the SEND register. The register is not meant to be permanent. Those students on the reading scheme will exit once they are within two years of their chronological age.

Other needs may be more complex and exiting will be dependent on the learning need and the student making or exceeding expected progress.

## **Appendix 4: Supporting Pupils and Families**

### **Local Offer**

The Buckinghamshire local offer (The Local Authority) (Regulation 53, Part 4) can be found here: <https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/localoffer.page>

### **Admissions**

Sir William Ramsay admission procedures can be found at:

<https://www.swr.school/attachments/download.asp?file=1850&type=pdf>

All students follow admission procedures and await allocation of place. This is usually confirmed around the 1<sup>st</sup> March during Year 6. Students with statements or Education, Health and Care Plans will need to express their preferences in Year 5 and this may involve visiting the school. Visits would be arranged via the SENDCO.

All Year 6 students spend two transition days during the summer term. During these days they sample different aspects of the secondary curriculum and school life. Specialist transition support is available for those students who may need extra support adapting to secondary life. This may include students with SEND.

Adviza offer support to students moving on to college and sixth form options. All students applying to the SWRS sixth form must meet the entry requirements as advertised in the course brochures and the admissions policy.

## **Appendix 5: Monitoring and Evaluation of SEND**

Teachers, Subject Team Leaders, Heads of Year, the Senior Leadership Team and the SENDCO all have responsibility for regularly reviewing student progress within each learning cycle and evaluating the quality of provision offered to all pupils.

This is also achieved through learning walks, book audits, sampling of parent views, pupils views and staff views.

All the evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils, not just those with SEND.

## **Appendix 6: Training and Resources**

All teachers are teachers of students with SEND. Staff receive regular INSET and training on SEND needs as part of a continual programme of professional development.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Training needs of staff are identified through the school's self-evaluation process.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENDCO regularly attend the local network meetings in order to keep up to date with local and national updates in SEND.

## **Appendix 7: Dealing with Complaints**

The school policy on complaints, compliments and resolution can be found at:

<https://www.swr.school/attachments/download.asp?file=1859&type=pdf>

There may be times when things go wrong. Parents and carers of SEND students are invited to contact the SENDCO in the first instance to seek resolution.

## Appendix 8: Exam Access Arrangements

### Exam Access Arrangements

Access arrangements for examinations and controlled assessments will be planned and implemented where there is sufficient evidence that individual learners have additional educational needs. Access arrangements are a form of additional learning support that ensures that a learner is not significantly disadvantaged during assessments due to an additional educational need, thereby ensuring equal opportunities.

Access arrangements **are not** intended to give candidates an unfair advantage, but to give all candidates the equal opportunity in which to demonstrate their skills, knowledge and understanding. Procedures and practices relating to the awarding of access arrangements are governed by the statutory duty to make reasonable adjustments to provision under guidelines produced by the Joint Council for Qualification (JCQ).

### What are exam access arrangements?

An Exam Access Arrangement (EAA) is a provision or type of support given to a student (subject to exam board approval) in a national/ public exam, where a particular need has been identified and is provided so that the student has appropriate access to the exam.

This can be in the form of:

- **A scribe:** a trained adult who writes for the student. The student would dictate their answers. The scribe would write exactly what they say.
- **A reader:** a trained adult who would read the question and any relevant text (with the exception of Section A of an English GCSE Exam) for the student. The student would then write the answer/s themselves.
- **ICT:** access to a computer for an exam (if appropriate – not for subjects such as Maths) so the student would word process their answers. Spelling and grammar checks would be disabled and a special exam account would be used with no internet access. In some exceptional circumstances students may be entitled to use a spell check enabled computer.
- **Extra time:** students may be entitled to an allowance of 25% depending on the history of evidence of need and the recommendation of the designated Specialist Teacher. In some exceptional circumstances students may be entitled to an allowance up to 50%.
- **Rest breaks:** where students are permitted to stop for short break/s during the exam and the time stopped is added to the finish time, with the effect of elongating the exam but not actually using any extra time.
- **Prompter:** where a student has little sense of time or loses concentration easily, a trained adult can prompt them with a few permitted phrases to refocus, move the student on to the next question or indicate how much time is left.

Some of these arrangements are provided in tandem, Reader and scribe, with extra time.

## When might students need to be given Exam Access Arrangements?

Scribe	Where there is a physical disability; where their writing:- <ul style="list-style-type: none"><li>• Is illegible and may hamper their ability to be understood</li><li>• speed is too slow to be able to complete the exam in the allotted time</li></ul>
Reader	Where there is a standardised score of below 85 in a test delivered by Specialist Teacher (100 is the average).
ICT	Where there is a physical disability; their writing would be:- <ul style="list-style-type: none"><li>• illegible and may hamper their ability to be understood</li><li>• speed is too slow to be able to complete the exam in the allotted time</li></ul>
Extra Time	Where a student's ability to process information is slower than average as tested by specialist teacher.
Rest Breaks	Where a student has a physical disability which prevents them from concentrating for long periods of time. This is now the recommended option from the exam boards before considering extra time.
Prompter	For a student who loses concentration/ focus and is not aware of time.
Enlarged Papers	Visually impaired student
Separate Room	For a student with a medical condition such as epilepsy/ diabetes where it isn't appropriate for them to sit an exam in the main exam hall. Students who are agoraphobic/have a psychological condition may also need to sit an exam in a separate room.

### Procedures

How would students be identified for Exam Access Arrangement?

- From baseline testing completed in Year 9
- Parental Referral
- Subject Teacher Referral

They are then further tested by our specialist teacher.

### KS2 SAT EAA

Students who have EAA at KS2 are screened for EAA at KS3 and KS4. Although they may have received EAA at KS2, it doesn't necessarily mean that they automatically receive it at KS3 or KS4 because their needs may have changed. For example, a student who had a Reader for KS2 may not qualify for a Reader at KS4 because their reading has improved to the extent it does not meet the exam board criteria.

The awarding of EAA is not to give those students an unfair advantage but to remove a disadvantage. There are several arrangements that can be put in place.

To acquire an arrangement we test all students in Y9 for reading comprehension, speed of writing and spelling and from this select students to be tested on psychological tests by a specialist. This is carried out in Y9 so that arrangements can be put in place for the GCSE course. There is a 26th month rule after which we would need to resubmit to JCQ.

### **How do staff and parents know whether a student has Exam Access Arrangements?**

- All subject teachers and support staff are given access to the Exams Access Arrangements. This can be found on the SEND register and in SIMS, under the SEN section. This is updated whenever students become entitled.
- Parents will be informed of any tests results via a letter home which states what they are entitled to, why and when.
- The SENDCO will inform subject teachers of candidates with special educational needs and any special arrangements that individual candidates will need during the course and in any assessments/exams.
- Ensuring there is appropriate evidence for a candidate's access arrangement is the responsibility of SENDCO/specialist teacher.
- Submitting completed access arrangement applications to the awarding bodies is the responsibility of the SENDCO/ Exams Officer.
- Rooming for access arrangement candidates will be arranged by the Exams Officer.
- Invigilation and support for access arrangement candidates, as defined in the JCQ access arrangements regulations will be organised by the Exams Officer and EAA Coordinator.

### **Internal subject specific tests**

Access arrangements reflect the support that is usually given to the student in the classroom, internal exams and mock examinations. This is commonly referred to as a 'normal way of working.' To allow all students with an additional learning need, equality of access to internal subject tests and exams, the same reasonable adjustments need to be made.

### **Reasonable Adjustments**

- The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.
- A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available Access Arrangements.
- How reasonable the adjustment is will depend on a number of factors including the needs of the disabled candidate/learner. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment.
- There is no duty on the Awarding Bodies to make any adjustment to the assessment objectives being tested in an assessment.