



Learn. Believe. Achieve.

The Robert Napier School

Special Educational Needs Policy

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1. Aims

The school's SEND policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

At The Robert Napier School we believe that all students have the right to learn, believe and achieve. We seek to remove and barriers to learning in order that all students, whatever their profile of needs, are able to aim high and achieve their goals. The school reviews the progress of all students with SEND on a regular basis and assesses whether additional interventions are necessary. The approach to supporting students with SEND is underpinned by a core belief that all teachers are teachers of SEND, and that all students should have access to their full entitlement of a broad and enriching curriculum.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care plans (EHCP), SEND Co-Ordinator (SENCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

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

They have a learning difficulty or disability if they have:

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

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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Aliah Plaster (Assistant Head Teacher with Responsibility for SEND) aplaster@robertnapier.org.uk. The SENCO is assisted by Caitrin Callaghan Deputy SENCO

They will:

- › Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- › Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- › Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching
- › Advise on the graduated approach to providing SEND support
- › Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- › Be the point of contact for external agencies, especially the local authority and its support services
- › Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Ensure the school keeps the records of all students with SEND up to date
- › Work with the Deputy SENCO to oversee the Access 2 Mainstream provision which caters for students who need a higher level of specialist intervention

4.2 The SEND governor

The SEND governor will:

- › Help to raise awareness of SEND issues at governing board meetings
- › Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- › Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- › Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- › Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- › The progress and development of every student in their class
- › Working closely with any Learning Support Assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- › Working with the SENCO to review each student's progress and development and decide on any changes to provision
- › Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- › Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- › Cognition and learning, for example, dyslexia, dyspraxia
- › Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- › Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- › Moderate learning difficulties

5.2 Identifying students with SEND and assessing their needs

The purpose of the identification of a SEND is to establish what action the school needs to take to best support the student; it is not to fit a student into a category. We strive to view students holistically, not just their SEND status.

When the school decides to make special educational provision, this decision is made with the consideration of teaching staff, the SENCO and pastoral teams. It is important to consider all of the information gathered from within the school about the student's progress, alongside national data and expectations of progress. Students are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and quality first teaching and they are significantly below their expected progress level. The school will use the "Assess, Plan, Do, Review" template when identifying areas of need.

The school will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- › Is significantly slower than that of their peers starting from the same baseline
- › Fails to match or better the child's previous rate of progress
- › Fails to close the attainment gap between the child and their peers
- › Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

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 student 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.

5.3 Consulting and involving students and parents

The school will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- › Everyone develops a good understanding of the student's areas of strength and difficulty
- › The school take into account the parents' concerns
- › Everyone understands the agreed outcomes sought for the child
- › Parents contribute to students' Student Profiles
- › Parents understand the processes around access arrangements

Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents.

The school will formally notify parents when it is decided that a student will receive SEND support.

5.4 Assessing and reviewing students' progress towards outcomes

The school will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- › The teacher's assessment and experience of the student
- › Their previous progress and attainment or behaviour
- › Other teachers' assessments, where relevant
- › The individual's development in comparison to their peers and national data
- › The views and experience of parents
- › The student's own views
- › Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. The school will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

5.5 Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. The school will agree with parents and students which information will be shared as part of this.

We understand that transitions between settings can be challenging for all students and we have put the following in place to support students making the transition from primary school:

- › Additional transition day for students who are identified as requiring extra support during the transition process
- › Liaison with primary schools including school visits
- › Virtual tours of the school with welcome messages from staff

5.6 Our approach to teaching students with SEND

All teachers are responsible and accountable for the progress and development of all of the students in their class, including where students access support from teaching assistants or other 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. The school regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement through the School Self Review Process. Members of staff are formally observed and where problems are identified robust support is immediately put in place; many more informal observations happen throughout the academic year and are logged departmentally. Work scrutinies are regularly carried out as part of the Performance Management process, at Senior Leadership Team (SLT) and Teaching and Learning Co-Ordinator meetings. The school is committed to making certain that all teachers are including all students in all lessons and differentiating where appropriate and necessary. Continued professional development (CPD) training around differentiation for SEND runs regularly during each academic year and SEND training has been offered to all staff and departments on an annual basis, supported by SLT and delivered by various agencies. All SEND training is focused around the needs of the students in our school setting

High-quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students.

The school will also provide the following interventions:

- › Speech and language therapy
- › All students on the SEND register have a Student Profile which is created in collaboration with parents and the student and which provided information about the students' areas of difficulties and strategies that staff can use to support them
- › Pastoral support through the House Teams
- › A lunchtime club is available to students who find social times difficult
- › Counsellors from the MIND charity work with students on a weekly basis
- › Group interventions to assist with emotional regulation
- › Horizon program which supports students with self-confidence, resilience and social skills

5.7 Adaptations to the curriculum and learning environment

The school make the following adaptations to ensure all students' needs are met:

- › Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- › Adapting our resources and staffing
- › Using recommended aids, such coloured overlays, visual timetables, larger font, etc.
- › Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have sixteen Learning Support Assistants who are trained to deliver interventions such as in class support and differentiating resources. The school also has five higher level teaching assistants who hold additional roles such as exam support and oversight of the Student Profiles process.

Teaching assistants will support students on a 1:1 basis within lessons when the student has specific hours of support named in an EHCP.

Teaching assistants will support students in small groups within lessons, circulating and providing support to students with SEND in a class.

The school has a dedicated Access 2 Mainstream provision which is managed by the Deputy SENCO who is a qualified Specialist Teacher. This is a highly bespoke provision that is suitable for only a very small number of students. This provision offers the ASDAN (alternative curriculum awarding organization) course to a small number of students, social skills work, life skills work, emotional regulation and a calm space. The aim of the provision is to better understand the needs of particular students and provide strategies to support them in accessing mainstream lessons

The school works with the following agencies to provide support for students with SEND:

Educational Psychologist

- › Medway Hospital (Paediatricians) School Nurse
- › Autism Outreach Team Child Protection Advisors
- › CAST (Child & Adolescent Support Team) – Tier 2
- › CAMHS (Child Young Peoples Well Being Service - NELFT) – Tier 3
- › AAP (Attendance Advisory Practitioner previously known as Educational Welfare Officers)
- › PASS (Physical & SENDsory Service) to support students with hearing/visual Impairment

- › Inclusion Team Social Services
- › The School employs independent Speech and Language Therapists

5.9 Expertise, staff training and securing equipment and facilities

Our SENCO is an Assistant Head Teacher with Responsibility for SEND and has worked within the SEND department for five years. The SENCO is assisted by the Deputy SENCO who runs the school's Access 2 Mainstream provision.

We have a team of 16 teaching assistants, including five higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

SEND is funded through The Department of Education, and all mainstream schools are provided with resources to support those with additional needs, including students with SEND. This funding is determined by a local funding formula, discussed with the local schools' forum, which is also applied to local academies. The school has an amount identified within its overall budget called the notional SEND budget.

This is not a ring-fenced amount and the school endeavors to provide high quality appropriate support for SEND students from the wider budget where appropriate and necessary. Students with EHCPs can have additional top-up funding provided to help meet their needs if The Medway Council deem it appropriate. This is typically allocated where the needs of an individual student exceeds the nationally prescribed threshold.

The SEND training needs of all staff are arranged through the SENCO and who also holds joint responsibility responsible for CPD. Needs are identified through changes at National Level, updates required and responses to staff requests for specific areas of training. When specific training is needed to support the needs of an individual student training is delivered to all members of staff who are involved with the student. Where possible the school involves the support of external providers to support training needs. All trainee teachers meet with the SENCO as part of their induction; this is to allow the SENCO opportunity to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students The School is a member of National Association for Special Educational Needs (NASEND) in order to keep up to date with local and national updates in SEND.

5.11 Evaluating the effectiveness of SEND provision

The school regularly and carefully monitors and evaluates the quality of provision we offer all students The SEND department work hard to establish positive and trusting relationships with the SEND parents/carers and students. Parents/carers are able to email the SENCO/Deputy SENCO at any time and contact by phone during the school day.

We evaluate the effectiveness of provision for students with SEND by:

- › Reviewing students' individual progress towards their goals each term
- › Reviewing the impact of interventions at the end each cycle
- › Creating and reviewing Student Profiles with input from students and their parents/carers
- › Monitoring by the SENCO
- › Using provision maps to measure progress
- › Holding annual reviews for students with EHCPs

5.12 Enabling students with SEND to engage in activities available to those in the school who do not have SEND

All of the school's extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

All students are encouraged to go on our residential trips and reasonable adjustments are made to facilitate this.

All students are encouraged to take part in sports day/school plays/special workshops.
No student is ever excluded from taking part in these activities because of their SEND.

5.13 Support for improving emotional and social development

Pastoral support systems are in place to support SEMH. Students build strong relationships with their House Managers, who are responsible for their well-being in the first instance.

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEND are encouraged to be part of the school voice provision
- Students with SEND are part of the interview process for prospective staff

The school has a zero tolerance approach to bullying.

5.14 Working with other agencies

The school works with a wide range of other agencies to ensure that students receive the support to which they are entitled. This includes, but is not limited to:

- Local Authority SEND case workers
- Child and Adult Mental Health Services
- Medway Young People's Well-Being Service
- Speech and Language Therapists
- Social Care, including Early Help
- Educational Psychology Service

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the Head Teacher, Steven Quenby in the first instance at squenby@robertnapier.org.uk. They will then be referred to the school's complaints policy.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details for raising concerns

Concerns regarding SEND can be raised with the SENCO or Deputy SENCO.

SENCO Aliah Plaster aplaster@robertnapier.org.uk

Deputy SENCO Catrin Callaghan ccallaghan@robertnapier.org.uk

5.17 The local authority local offer

The Local Authority also has information on their Local Offer this can be found on Medway Council Website:

<http://www.medway.gov.uk/carehealthandsupport/supportfordisabilities/medwayslocaloffer.aspx>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies which are available on the school website [The Robert Napier School - Policies & Documents](#)