



THE  
**ROBERT  
NAPIER**  
SCHOOL

# **SEND Policy and Information Report**

**Created: Oct 2023**

**Review Date: Oct 2024**

A **Beyond** ACADEMY  
SCHOOLS TRUST

# Contents

1. Aims.....	2
2. Legislation and guidance.....	2
3. Definitions.....	2
4. Roles and responsibilities.....	3
5. SEN information report.....	4
6. Monitoring arrangements.....	12
7. Links with other policies and documents.....	12

## 1. Aims

The Robert Napier 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 any 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 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 2015](#) 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.

## 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 SEND Team

The Co-ordinator for Special Educational Needs (SENCO) is Raffaella Rosina (Beyond Schools Trust Lead for SEND) who has also responsibility for Access Arrangements and Testing in addition to students with English as an Additional Language. Supporting the Department are Caitrin Callaghan and Julie Rance (Deputy SENCOs), Helen Wheeler (Assistant SENCO), Rebecca Brightman (Designated Teacher for Looked After Children), Rebecca Rattle (Teacher of the Visually Impaired in training), and a team of Learning Support Assistants (LSAs) and Higher Level Teaching Assistants (HLTAs). The SEND team is located in the Caxton building, where also the Specialist Provision for Visual Impairments (VI) is located.

The SENCO 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 and working closely with the Subject Leaders, House Teams and the Safeguarding Team;
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively;
- Line manage Rebecca Rattle, in charge of the VI Specialist Provision, and Rebecca Brightman, Designated for Looked After Children;
- 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 SENCOs to oversee the Access 2 Mainstream provision which caters for students who need a higher level of targeted 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 team to review the students' progress and development and decide on any changes to provision;
- Follow the guidance in the Student Profiles for the students in the SEND register;
- 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, epilepsy.



## 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 so as to ensure that each student can develop not only academically but also socially and emotionally through a holistic approach.

When the school decides on a particular educational provision, this decision is made in collaboration with teaching staff, the SENCo and SEND team, the pastoral teams, and Safeguarding team. 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 as well the student's voice and their parents' views. Students are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments on offer to all students, have accessed quality first teaching in their lessons but, despite this, they continue to be significantly below their expected progress level. The school will use the "Assess, Plan, Do, Review" procedure to identifying areas of need and target provision.

Students' academic skills and levels of attainment are assessed on entry in Year 7 by reviewing the SATs data, the transition information from primary schools, reading and subject assessments carried out in the first term of school. Class teachers continue to make regular assessments of progress throughout the academic year for all students in their subject and are able to 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 peer;
- 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

We recognise that parents/carers know their children best and have a great deal to contribute. We have an 'open door' policy encouraging parents to approach the school whenever they have a concern. Every pupil with SEND has a Student Profile which outlines the needs of the student, their targets and the guidance for all staff to meet their needs inside and outside the classroom. The Profile is discussed regularly with the students and is amended whenever needs change or we have new significant information about the student. We share the Profiles with parents through Insight and Edulink and from this academic year we will offer a SEND desk at parents' evenings to offer an additional opportunity for parents to discuss the Profiles as well as their child SEN and provision in place. We offer SEND afternoons across the year and Coffee mornings to support parents and share ideas. Parents/carers of children with an ECHP are invited to attend and contribute to the Annual Review.



When we investigate if a student has SEN, we 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 parents' concerns are taken into account;
- Everyone understands the agreed outcomes sought for the child;
- Parents understand the processes around access arrangements if needed;
- Everyone is clear on what the next steps are.

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

## **5.4 Assessing and reviewing students' progress towards outcomes**

We 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 and SEND team 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 student's progress will be reviewed regularly through the school progress report system, at parents' evenings; at departmental meetings, at line management meetings, and any other necessary meeting required according to the need of the student.

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, their impact on the student's progress and we will update the Student Profile accordingly.

## **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;
- Agreed additional meetings with primary school SENCOs or/and parents.





We also support students with EHCPs as they transition to post 16 provision in similar ways;

- Co-ordinating visits to colleges and 6<sup>th</sup> Forms;
- Providing information on the process to parents;
- Completing relevant paperwork to support students.

## **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 learning support assistants or other specialist staff.

High quality teaching, adapted 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; informal observations take place throughout the academic year and are logged departmentally. Work scrutinies are regularly carried out as part of the Appraisal process, at department level and by the Senior Leadership Team (SLT). The school is committed to making certain that all teachers are including all students in all lessons and adapting teaching where appropriate and necessary. Continued professional development (CPD) training around different aspects of SEND are regularly offered during each academic year, 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. Adjustments and targeted provision is offered to individual students as necessary.

Some of the provision and interventions in place this year are as follows:

- Student Profiles with guidance and strategies to meet the students' SEND in lessons;
- Targeted or group LSA support in lessons;
- Specialist VI support and equipment;
- Targeted EAL support;
- Young Career support;
- Access To Mainstream (A2M) support and targeted intervention, such as;
- Speech and language assessments and intervention;
- Access arrangement screening, testing and trialling for assessment and exam support;
- Literacy support;
- A break and lunch time club for students who find social times difficult;
- Meet & Greet with a keyworker for settling in for the school day;
- Homework club;
- Wellbeing sessions with the MIND charity;
- Group interventions to assist with emotional regulation;
- Social skills program which supports students with self-confidence, resilience and social skills.



## **Specialist Provision for Students with Vision Impairments (VI)**

At the Robert Napier School, the VI provision provides specialist support for students who have an Education Health Care Plan (EHCP) for VI. The specialist provision aims to enable the full inclusion of students with a severe vision impairment in the mainstream classroom and school life while supporting them to achieve academically, socially and personally on a par with their peers. Students under the VI provision are offered targeted specialist support and specialist resources according to each individual student's needs. The provision is delivered by a team of specialist LSAs lead by Rebecca Rattle, VI Teacher in training, and working closely with the Sensory Services at Medway SEN and the Kent Association for the Blind (KAB).

## **5.7 Adaptations to the curriculum and learning environment**

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

- Adjusting 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 laptops, coloured overlays, visual timetables, larger font, etc.;
- Making adjustments in teaching, for example, by giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## **5.8 Additional support for learning**

At the Robert Napier School we have a team of Learning Support Assistants (LSAs) and Higher-Level Teaching Assistants (HLTAs) who are trained to deliver interventions such as in class support, literacy support, emotional regulation coaching. Some of our HLTAs hold additional roles such as exam support and oversight of the Student Profiles process.

LSAs deliver targeted support within lessons when the student has specific hours of support named in an EHCP.

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

The Robert Napier School has a dedicated Access to Mainstream (A2M) provision which is managed by Caitrin Callaghan, Deputy SENCO who is a qualified SEN 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 offer highly targeted support to meet the needs of particular students and provide strategies to support them in continuing to access mainstream lessons.





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

- Medway Educational Psychology Services;
- Medway SEN team;
- Medway and Kent Virtual Schools;
- Carers First;
- Medway Hospital (Pediatricians) School Nurse;
- Fortis Trust Outreach Service for ADHD and ASC;
- Medway Social Services and Early Help;
- Triple R at Rivermead;
- CAMHS (Child Young Peoples Well Being Service)/ NELFT Tier 3 for ASC/ADHD/Mental Health referrals;
- Small Steps or Family Action;
- AAP (Attendance Advisory Practitioner previously known as Educational Welfare Officers);
- PASS (Physical & SENDsory Service) for students with hearing/vision impairment;
- Medway Inclusion Team;

The School employs an independent Speech and Language Therapist and the North Kent Mind wellbeing service.

## **5.9 Expertise, staff training and securing equipment and facilities**

Raffaella Rosina, the SENCo, holds the National Award of SEN Co-ordination (University of Canterbury) and the Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A) as well as the National Professional Qualification for Senior Leadership (NPQSL). Further professional development opportunities are available to both Deputy SENCOs to develop and fulfil their role, including the full SENCO accreditation through the NASENCO award. Rebecca Rattle, teacher of VI in training, is currently specialising in teaching vision impaired students at the University of Birmingham.

The school is committed to provide and facilitating attendance at in-service training in the area of SEND including: Trauma informed interventions, Working with Vision Impaired students, all aspects of Access Arrangements, supporting students with Attachment Disorder, ADHD and ASC.

Appraisal reviews allows the identification of the training needs of individual staff. The SENCO Team regularly publishes relevant information relating to specific children's special educational needs and delivers CPD to staff including: supporting students with speech & language difficulties, supporting ASC students, working with ADHD students and working with Support Staff.



## 5.10 Securing equipment and resources

Medway, our Local Educational Authority, is responsible for making effective arrangements for SEND by ensuring that the needs of children and young people with SEND are identified and assessed quickly and matched by appropriate provision by allocating additional finances as a 'top-up' to the allocated notional SEND school's budget.

## 5.11 Evaluating the effectiveness of SEND provision

At the Robert Napier School we regularly and carefully monitor and evaluate the quality of provision we offer all students. The SEND department works hard to establish positive and trusting relationships with parents/carers of students with SEND. Parents/carers can email the SENCO team at any time during the school day on [sen@robertnapier.org.uk](mailto:sen@robertnapier.org.uk). We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their targets at each grade report together with teachers and subject leaders;
- Regularly reviewing the impact of interventions on progress with parents and staff at parents' evenings or ad hoc meetings as per need;
- Creating and reviewing Student Profiles with input from students, parents/carers and key members of staff;
- Monitoring by the SENCO/SEND team;
- 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

At the Robert Napier School, all students are full members of the community and provision is inclusive. All students have access to the environment, resources, staff and activities with reasonable adjustments made and reviewed.

Most classes are taught as mixed ability groups, combining a wide range of activities from extension tasks to adapted work although some students are taught in smaller, set classes with targeted additional support.

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 day trips and residential trips. Appropriate risk assessments and provision are made according to needs.

All pupils are encouraged to take part in sports day, school plays, special workshops. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

## 5.13 Support for improving emotional and social development

At the Robert Napier School a pastoral support system is in place to support the wellbeing of all students. Students build strong relationships with their form tutors and House Managers, who are responsible for their well-being in the first instance. The school has a zero tolerance approach to bullying and we encourage students to build healthy and positive relationships with staff and peers by modelling good social skills and offering targeted social and emotional intervention when needed.



We provide support for students' emotional and social development in the following ways:

- Students with SEND are encouraged to be fully involved in school's events and clubs with LSA support where necessary;
- We offer a break and lunch club to support students' with social skills;
- Emotional support and coaching is offered with keyworker support and Meet&Greet in the morning;
- Emotional Literacy (ELSA) sessions are offered to students who struggle to self-regulate;
- A Safe Area and mentoring support is provided for targeted students in the A2M provision;
- Referral and sessions with the Fortis Trust Outreach services are offered for students struggling with ADHD and ASC related difficulties;
- Referral and sessions with North Kent Mind wellbeing service.

### 5.14 Medway Local Offer

The Medway Local Offer is published on <https://www.medway.gov.uk/localoffer>

The website brings together all of the information on services which support children and young people with SEND in Medway.

It is a one-stop shop for everything parents/carers need to know and every service that can be accessed in the local area, including:

- Health, such as doctors, nurses and therapists;
- Medway's Education Services - support for children with special educational needs and disabilities (SEND);
- Medway's Social Care and support;
- Education - such as nurseries, pre-schools, primary schools, secondary schools, special schools plus local colleges and a variety of support services;
- Information about the EHCP process, including explanation about mediation and who to contact.

It covers all of the support groups in the voluntary sector, as well as leisure activities and short breaks. It also includes information for young adults up to the age of 25 years.



## 5.15 Complaints about SEND provision

Any concerns or complaints about SEND provision should be initially addressed to the SENCO Team who will respond by discussing the situation, involving subject teachers, other professionals and House teams as appropriate and ensuring SEN team support meetings take place and follow up actions are monitored and reviewed. If this does not resolve the situation, then the complaint should pass to the first level of the general complaints procedure – See the Trust Complaints Policy, published in the school website.

## 5.16 Contact details

The SENCO or SENCO team can be contacted by sending an email to [sen@robertnapier.org.uk](mailto:sen@robertnapier.org.uk)

## 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](#)

