



**Red Moor
School**

SEND Policy

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Owner	Laura Horne

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1. Introduction

The Education Act 1996 says that a young person has Special Educational Needs (SEN) if they have a learning difficulty which calls for special educational provision to be made for them.

A learning difficulty means that the young person either:

- a) Has significantly greater difficulty in learning than the majority of young people of the same age
- b) Has a disability, which either prevents or hinders the young person from making use of the educational facilities which are provided for young people of the same age in a mainstream school.

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for young people of the same age in a mainstream school.

Everyone at Red Moor School is committed to providing the conditions and opportunities to enable any young person with SEN to be included fully in all aspects of school life. The Special Needs policy at Red Moor School supports the stated ethos of the school that:

- Red Moor School adopts a holistic, person centered approach to the development of our young people, taking into account current theories and methods of teaching. Many of our pupils have significant barriers to learning due to their social, emotional and communication difficulties and challenging behaviour where it arises out of these needs. Our role is to help and support our young people to come to terms with, and overcome, these difficulties. The social, emotional, communication and behavioral needs require specific attention if appropriate learning and educational progress is to occur. Specialist support for the children and young people, through both the delivery of the programmes of study and personalised learning programmes, will be integrated into the curriculum and into teaching and learning. Support may be in the form of Speech and Language Therapy, Person Centered Counselling or Play Therapy for example.

2. Policy Objectives

In order to meet the special educational needs of our young people at Red Moor School we must:

- Develop, implement and monitor appropriate programmes for young people
- Provide intervention at a suitable level when a young person is identified as not making sufficient progress
- Provide additional therapeutic support based on individual needs
- Use a variety of teaching styles and cater for different learning styles to allow young people with SEN to access the Red Moor School's curriculum as detailed in the Curriculum policy
- Use resources effectively to support young people with SEN
- Assess and keep records of the progress of young people with SEN
- Work with outside agencies who provide specialist support and teaching for young people with SEN
- Inform and involve the parents/carers of young people with SEN so that we can work together to support our young people
- Encourage active involvement by the young people themselves in meeting their needs
- Provide on-going training for all staff working with young people with SEN

3. Co-Ordinating Provision – The Special Educational Needs & Disability Co-Ordinator (SENDCo)

The SENDCo is responsible for the arrangements for SEN provision throughout the school.

The SENDCo:

- Has responsibility for the day to day operation of the SEN policy
- Maintains a register of young people with SEN and ensures that the records on young people with SEN are up-to-date and supports the school's Educational Psychologist in conducting assessments for young people with SEN
- Works closely with the Headteacher, the Senior Leadership Team and the teaching and support staff in co-ordinating provision for our young people
- Liaises with the staff in school who have responsibility for Child Protection
- Works closely with the parents/carers of young people with SEN
- Liaises with outside agencies, following consultation with the Headteacher to gain advice and support for young people with SEN
- Contributes to in-service training for staff on SEN issues

4. Access to the Curriculum

The provision at Red Moor School is based on:

- Setting suitable learning targets
- Responding to young people's diverse learning needs
- Overcoming potential barriers to learning.

All Class Teachers, the SENDCo and other internal professionals take part in an on-going process of assessment, planning and review that recognises each young person's strengths as well as areas for improvement. A rigorous tracking system is in place to identify young people who are not making the required level of progress. Strategies which are used to enable access for all young people to the curriculum are:

- Differentiation of the curriculum to match tasks to ability
- Support for communication
- Ensuring tasks are differentiated according to student need as laid out in the student's passport
- Using a range of social monitoring strategies such as Thrive to track social and emotional progress.
- Use of a range of teaching styles which recognise the individual learning styles of the young people in the class
- Use of Teaching Assistants to provide additional support within literacy and numeracy lessons
- Small withdrawal group and 1:1 teaching
- Accessibility to resources
- Alternative means of accessing the curriculum through ICT, and use of specialist equipment
- Use of positive behaviour modification strategies within the classroom and as part of the whole school Behaviour Policy
- Access to the social life of the school
- Access to the school's Therapy team
- In-Service training for all staff on the needs of young people with SEN

5. Access to Information

Information about the school and its various activities can be provided in a range of formats, on request, for pupils and prospective pupils who may have problems accessing it in written form, e.g. by reading aloud, overhead projections and use of symbols, signing, photographs, diagrams and pictures.

Information about the school is available to all on the school's own website.

6. Identification and Assessment

All young people who attend Red Moor School have SEN. Their needs are assessed on admission and on an on-going basis as detailed in the school's assessment policy. Many students are designated with an EHC plan (Education and Health Care plan), those who aren't are being transferred or scheduled to transfer with support from County Hall and the SENDCo.

7. Liaison within the School

The SENDCo shares information about pupils with SEND with:

- Class Teachers and Teaching Assistants and other support staff as appropriate
- The Senior Management Team
- Subject Leaders and Subject Teachers
- The member of staff responsible for Child Protection issues

8. INSET Arrangements

Within school there is an on-going programme of INSET training for all members of staff.

The SENDCo regularly attends courses on SEN issues. They also attend school INSET sessions about other areas of the curriculum so that they are aware of current practices in these areas and any future developments which may affect young people with SEN.

Staff twilight and INSET sessions are planned by SLT to best compliment and support the specific needs of students within our school. This is then delivered by the SENDCo, E.P service, other specialists within school (e.g: Thrive practitioner/Autism specialist) or other appropriate outside agencies.

9. Partnership with Parents and Carers

Parents/carers of young people are kept fully informed of the provision that is being made for their children and young people. Parents/carers are invited to review progress towards their young person's targets at the parental meetings as required (e.g: passport reviews/structured conversations) but primarily at annual review meetings.

10. Monitoring the Success of the SEN Policy

Evidence of the effectiveness of this policy on progress in learning or improvements in behaviour for young people with SEN will be shown by:

- On-going Teacher and Teaching Assistant observations of the young person in the daily classroom setting
- Differentiated short-term planning by the Class Teacher to meet the young person's needs
- Records and evidence of the young person's work showing progress towards curriculum objectives
- Evidence of progress towards targets at student passport reviews.
- Social and emotional monitoring tools such as Thrive.
- More age-appropriate scores on standardised testing
- Records and evidence of the young person's progress towards improving behaviour
- Discussion at an appropriate level with the young person about their progress
- Discussion with parents about the young person's progress
- Discussion with outside agencies about the young person's progress
- Successful requests for additional funding at EHC plan level

11. Evaluating the Success of the SEN Policy

The success of the policy will result in the needs of all young people with SEN being met by:

- Having the systems in place to identify young people with SEN as early as possible
- Making use of good practice in planning for, teaching and assessing young people with SEN
- Regularly reviewing of the young person's progress against targets set from statements and education and care plans.
- Providing additional intervention if progress is not adequate
- Considering the wishes of the young person at an appropriate level
- Having a positive and effective partnership with parents/carers
- Encouraging a multi-disciplinary approach whenever possible