



## **RAINE'S FOUNDATION SCHOOL**

A Voluntary Aided Church of England School

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Headmaster: John Bradshaw

“Achieving Excellence by Unlocking Potential”

## **SPECIAL EDUCATION NEEDS DEPARTMENT POLICY**

## **DRAFT COPY**

### **SEND Policy November 2015**

This policy is designed to set out Raine's Foundation School's Aims and Objectives

#### **Part (1) Introduction**

##### **1.1 Philosophy**

All members of staff, in conjunction with the authorities (Governing Body), LA and LDBS) have a responsibility to ensure that every student has an equal opportunity to attain their balanced curriculum, including the National Curriculum (incorporating personalised provision) and their relative progress will be recorded, evaluated and reviewed.

##### **1.2 What Is A Disability?**

The Equality Act 2010 states that a person has a disability if they have a physical or mental impairment and the impairment has a substantial and long term adverse effect on their ability to carry out normal day to day activities.

A physical or mental impairment include:

Learning difficulties, medical conditions including epilepsy, diabetes, more severe forms of asthma and eczema, Autism, Speech, Language and communicational impairment.

If the impairment(s) has a substantial and long term effect on a person's ability to carry out normal day-day activities it may amount to a disability.

A young person has a special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

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 a mainstream school.

##### **1.3 Curriculum Support (provision) is achieved by**

1. Identifying and accessing individual student's needs
2. Reporting of students needs to all members of school staff
3. Providing an appropriate curriculum, taking into account:
  - National Curriculum and examination syllabuses
  - Continuing and progression

- Departmental development plans
- 4. Delivering an appropriate curriculum , taking into account:
  - Suitable teaching material
  - Effective, differentiated teaching strategies
  - A supportive learning environment
  - Encouraging a positive self-image
- 5. Providing learning support through:
  - Curriculum development
  - Support teaching
  - Bespoke training
  - INSET

## **Part 2 Structural Arrangements**

### **2.1 SEND Department**

Coral Bell – SENCO

Claire O’Brien – Higher Level TA / Special Examination Access Arrangements Officer

Helen Simmons – Administrator for SEN Department

Teaching Assistants

Beverley Theophile, Claire O’Brien, Iqbal Choudhury, Danny Stephens, Lucia Estephane, Jackie Warner, Jane Venn, Kerry Lee, Mohammad Khan, Shaheda Najmeen, Halima Sadia and Sharyh Murray-Francis

Learning mentors

Aron Hassan and Naomi Ingram

### **2.2 Roles and Responsibilities**

The roles and responsibilities of school personal with regard to special educational need are given below. They are in accordance with Code of Practice (2014) guidelines and school job descriptions.

Governing Body:

In partnership with the Headteacher, the Governors have responsibility for deciding the school’s general policy and approach to meet the needs of the students with SEN/D.

Monitoring the policy through the school’s self-review procedures

All governors are informed of the school’s provision, including funding, equipment and staffing

Reporting annually to parents on the school’s policy through the website

**The Headteacher:**

Setting objectives and priorities in the school development plan, which includes SEND/D

Line-Managing day-to-day provision for students with SEN/D, including setting a budget for supporting students within the school's overall financial; resources

Informing the Governing body

**SEND Coordinator:**

Disseminating information and raising awareness of SEN/D issues throughout the school

Is responsible to the Headteacher for the management of SEN/D provision and the day-to-day operation of the policy

Managing and developing the roles of Teaching Assistants, through training and PM

Screening and identifying students

Co-ordinating provision for students

Supporting the teaching and learning of students with SEN/D

Keeping accurate records of all students with SEN/D

Drawing up, reviewing and monitoring Pupil Profile Sheets for those with SEN/D and others, as required

Monitoring departmental delivery of the SEN/D policy.

Recruiting and deploying the School's learning Support team, which includes Teaching Assistants

Being responsible and accountable for the whole-school SEN/d resources and sharing with the Headteacher and Bursar responsibility for the allocation of funding devolved directly from the LA.

Liaising with parents and carers of students with SEN

Liaising with and advising fellow teachers and support staff

Liaising with schools including feeder primaries and specialist settings

Liaising with other SENCO's both locally and nationally

Liaising with outside agencies

Contributing to in-service training and external training (as appropriate)

Being involved in preparing the SEN/D report, which the Headteacher forwards to the Governors

**Subject leaders**

Departmental Practice to include the writing of EHC plans according to the school's SEN/D Policy.

Ensuring appropriate curriculum provision and delivering clearly stated in their schemes of work.

Ensuring appropriate teaching resources for students with SEN/D are purchased from School capitation.

Raising awareness, of college responsibilities towards SEN/D

**Other staff:**

**“All teachers are teachers of special needs”**

Devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the Learning Support.

Recognising that central to the work of every teacher is the cycle of planning, teaching. Assessing and evaluating that takes account of the wide range of abilities, aptitudes and interest of the students in their classes

Ensuring Pupil Profile Sheets (IEP) are considering in lessons

Monitoring progress of students with SEN/D against agreed targets and objectives

Be fully aware of the school’s procedures for SEN/D

Raising individual concern to SENCO

**Teaching Assistants:**

Support students with SEN/D and the wider school population

Plan and deliver individualised programmes where appropriate

Monitor progress against targets

Assist with drawing up individual plans for students and supporting information sheet development, as required

Contribute to the review progress, either in person or with a written report

Work with small groups in and out of the classroom, under the direction of the class teacher

Support students on Educational Visits, as required

Jointly plan with teachers, where appropriate

**Other:**

Communicate SEN/D issues to and from the school

Raise awareness of SEN/D issues at Departmental/ School meetings

Keep departmental documentation up to date

Attend meetings as required

### **2.3 Admission Arrangements:**

**Admission arrangements are outlined in the school prospectus,**

### **2.4 Inclusion**

At Raine's Foundation School, all students irrespective of ability, gender or need, are respected and valued as individuals. This is reflected in the schools organisational and curriculum structure, its assessment and rewards systems, the arrangements made for careers' education and work experience. Students with SEN/D are integrated and included fully into the life of the school as a whole, including its social and cultural activities.

The school believe that:

The needs, rights and entitlements of individual students are the focus of both an educational and social environment

Staff are entitled to an effective and supportive environment, consistent quality training, an effective learning environment and good quality advice;

The family and community should work together.

### **2.5 Complaints Procedures**

Initially, all complaints from parents or carers about their child's provision is made to the SENCO, who follows this up with relevant staff. However, if a parents or carer is not satisfied with the response given, the Complaints Procedure outlined in the school's prospectus may be followed.

### **2.6 Monitoring and Evaluation of this Policy**

The degree of success of the policy and its implementation will be evaluated using the following indicators:

Recorded views of students and parents or carers, particularly at meetings

Recorded views by teachers of students' competence, confidence and social acceptability

Measurable or observable gains from students, particularly in terms of set targets, screening tests and other assessments carried out where appropriate and examination results.

Evidence of planning and targeted expenditure for SEN/D

The SENCO reviewing procedures in consultation with subject leaders, and outside agencies

Feedback from department and outside agencies

Number of complaints received

In association with the Headteacher, the department produces an annual SEND report, which is included in the Governor's annual report to parents and carers.

## **Part 3 Identification, Assessment & Provision**

### **3.1 Identification Of A SEND**

At Raine's Foundation School. We use a variety of resources and areas of knowledge to identify students who have a Special Educational Need / Disability. For example

Primary school records

Reading, spelling and number tests

Observation from staff and parents

Speech and language assessments

Dyslexic test

EP assessments

ADHD assessments via CAMHS

ASD assessments via CAMHS and Phoenix outreach teams

Medical reports

### **3.2 Interventions And Provision.**

#### **3.2 Provision**

Teaching students with SEN/D is a whole school response. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students at Raine's Foundation learn and progress through these differentiated arrangements.

**A Graduated Response** is adopted for students identified as having SEN/D. A level and type of support is provided to enable the students to achieve adequate progress. Provision is identified and managed by the SENCO but will be planned and delivered by teaching and support staff

#### **Graduated Response**

**Wave 1** – Quality First teaching by all teaching staff

**Wave 2** – is initiated where students have failed to make adequate progress as identified by the SENCO through the assessment arrangements as in 3.1

#### **Criteria for Wave 2 include:**

Low Numeracy / Literacy scores

Level 3 or below in Key Stage 2 SATs

Teacher observations

Primary Teacher's comments

Concerns from staff or parents

Provision from within the school's resources is identified to help meet the student's needs.

Interventions may include:

Additional learning programmes such as Literacy and Numeracy

Smaller group sessions

Appropriate teaching groups / sets

Group support on a regular basis

In class shared TA support

Additional staff training

### **b) Wave 3**

Where students fail to make adequate progress, despite additional provision at wave 2, the school seeks advice and involvement from external support services

They are requested to:

Provide specialist assessments

Give advice on teaching strategies or material

Provide short-term support or training for staff

Should the assessments identify that the student requires additional provision on a regular basis for an extended period then the school will apply for additional resources. The application will be evaluated against criteria established by the LA.

### **c) Statutory Assessment**

If a student fails to make adequate progress and has demonstrated a significant cause for concern, the school and / or a parent / care may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an EHC plan.

The SENCO is responsible on a daily basis, for providing support and mentoring, allocates students with statements / ECHPs a specified amount of support.

### **3.3 Evaluation of Provision**

**The effectiveness of interventions are evaluated in various ways for example:**

Whole school academic tracking system

Annual reviews for students with Statements and ECHPs

Repeat reading and spelling tests

Whole school behaviour tracking system

Whole school attendance and punctuality tracking system

Individual evaluation of students who are mentored

Case studies where multiple interventions are deployed

Individual provision maps

Public examination Results

Attendance records

### **3.4 Continuous monitoring of individual progress**

Monitoring of individual progress takes place via individual reviews, screening tests and through procedures described in the School's Assessment Policy.

### **3.5 Provision of an appropriate curriculum**

Through their departmental development plans, the SEF and in conjunction with SEND ECHPs statements, provision for students with SEN/D is regularly reviewed and revised.

It is the responsibility of individual departments at the school to ensure that the requirements of the National Curriculum are met for those students with SEN/D in partnership with the Learning Support Dept.

### **3.6 Provision of Curriculum Support**

The Learning Support Dept. can help subject areas in the following ways

#### **Curriculum development:**

Planning with individual members of staff / departments

Selection / design and preparation of suitable materials

Selection / design of teaching strategies

#### **a) Support teaching:**

This is achieved by working collaboratively with a subject teacher. The SENCO can assist by:

Planning appropriate programmes of work

Preparation of relevant and differentiated materials

Team and individual teaching

Helping to facilitate a wide range of teaching and learning styles

Evaluating and reviewing what has been achieved

#### **b) Withdrawal**

Some students with special educational needs may be withdrawn 1:1 or within small group sessions or to use technological support; the withdrawal of students is kept to an absolute minimum, in accordance with Raine's Foundation School inclusive ethos.

### **c) In-service Training**

The SENCO provides INSET for NQTs and other new staff at the school on Code of practice procedures at Raine's Foundation School.

Individual departments can ask for INSET from the SENCO as required, for specific purposes or generic training

Whole-school INSET, focusing on specific needs is included, where appropriate, on staff training days and during twilight sessions

### **3.7 Allocation of Resources**

The school is funded to meet the needs of their students through its core budget but is additionally funded to support provision for SEN/D through:

Deprivation and underachievement factors, based on the number of students receiving free meals and those underachieving on entry

Funding for specific students to meet their assessed needs

Delegated and designated budgets

Also, in some part, the Pupil Premium

Capitation:

The SENCO is allocated a departmental capitation each financial year

Individual departments are responsible, through their own capitation allowances, for identifying subject specific materials or resources for students with individual needs.

## **Part 4: Partnership**

### **4.1 In School**

The SENCO liaises closely with individuals SLT and Curriculum Managers. Information and concerns are always discussed with the appropriate member of staff.

School systems and procedures provide the mechanism through which SEN/D issues are discussed and disseminated.

### **4.2 Parents**

Raine's Foundation School actively seeks to work with parents / carers and values the contributions they make

Parent's views are recorded as part of the Annual Review procedure

Parents are actively encouraged to help their child in many ways, for example, hearing their child read and learning spellings. Information sheets have been produced that may be helpful

Parents are encouraged to attend parent's evenings where their child's progress is discussed with subject teachers

Effective communication is achieved through regular contact with home via letters, telephone calls and or the student's planner

The parents can attend the Open Evening in the winter term prior to transfer

The SENCO runs a regularly Friday drop in afternoon for parents

### **4.3 Students**

Raine's Foundation School acknowledges the students' role as a partner in his/her own education.

Students are actively encouraged to be involved in decision making by attending all Reviews and to be involved with negotiating and evaluating their targets.

Student views are recorded as part of the Review process and their views are valued and listened to

### **4.4 External Support**

The school aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the student. The main external support agencies used by Raine's Foundation School include

The Educational Psychologist

The child and Mental Health Service (CAMHS)

Careers Service

The School Nurse

Attendance Welfare Administrator

Virtual School (oversee the progress of LAC students)

Speech and Language service

Occupational Therapy

Physiotherapy

Parents Advice Centre

The Secondary Behaviour Team

The Social Care Service

## **Part 5: Supporting The Transition Of SEND Students Through The Key Stages**

### **5.1 Primary To Secondary**

- The SENCO attends the Tower Hamlets transition meeting – primary and secondary school SENCOs formally meet to discuss students with a SEND condition.
- Information is shared between parents and the SENCO at the year 6 transition meeting
- Baseline testing of all year 6 students is organised by the SEND department, to help us to direct support at the point of transition
- Members of the SEND department make several transition visits to primary schools and work alongside the most high profile SEND students
- SEND and Medical information is distributed to all teachers and TAs on the first day of the autumn term. This information is regularly updated throughout the year.
- Some SEND students made visits to Lower School with their primary school TAs.
- Transition taster day for all children
- Holiday catch up projects for students who achieved Level 3 or below in Maths and English.

### **5.2 Support Provided From Transition From KS3 to KS4**

- Assistance is given to all students about option choices. The curriculum allows for different pathways. SEND students are encouraged to pick the most appropriate Pathway.
  - The careers adviser is able to support students when they are making their option choices. SEND students are given priority appointments with her.
  - We apply for special Examination Arrangements for many of our SEND students
- An ASDAN option is available for students who require support with confidence building
- Sometimes off site (part time or full time) vocational options are considered

### **5.3 Transition To Post 16**

- Pupils who have selected the ASDAN choices make visits to colleges, have mock interviews and receive help with completing their applications forms
- The career's adviser priorities pupils with a SEND condition for advice and support requirements
- The careers service has a specialist worker to consult with SEND students  
Referrals are made to this worker via our careers adviser
- Work experience takes place in year 10. Particular care is taken to match our SEND students with a suitable placement.

### **5.4 Transition To Post 18**

- SENCO makes contributions to University applications for those with ECHPs
  - Annual reviews are held for all students with ECHPS and arrangements are made for the transfer of plans, in situations where students are moving on to further not higher education establishments.
- All students with a SEND need are offered a careers interview with a specialist worker, if it is considered necessary.

## 5.5 Transfer Of Information Arrangements

- All documentation about special needs included in a student's record are transferred between schools \ colleges. The SENCO deals with specific enquires.
- Documentation relevant to Annual reviews or forwarded to Post 16 placements and copies are held by the borough's SEND section.

This policy will be reviewed every year.

The Governing Body will review the policy on

Date	What changed	Committee Date Approved
30 November 2015	Full review	
Derivation		
Revision Policy		