



SEND POLICY & INFORMATION REPORT

Date of Last Review: September 2018

Date of Next Review: September 2019

Responsibility: Mr M. Naylor

Advisory Body Signature:

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1. Aims

Our SEND policy and information report aims to:

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

The Ravensbourne School believes that all students have the right to a broad and balanced curriculum that is differentiated to meet the needs of all learners. The school has an ethos of challenge and aspiration for students with SEND which focus on final outcomes, increased confidence and supporting independence.

The school's SEND department provides relevant background information, support strategies for teachers and the effective liaison of support to enable them to meet the needs of students in their curriculum areas. This is achieved by aiming to accurately identify and assess students with special educational needs.

Meeting the needs of special educational needs is the responsibility of the whole school. All teachers must consider themselves teachers of students with special educational needs and as such have responsibility for their progress. This conforms to the guidance set out in the SEND Code of Practice (January 2015 update – 6.52).

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 pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENCOs) and the SEND information report

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

3. Definitions

A pupil 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 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 current member of staff fulfilling the responsibilities of SENCO is Mr A. Lange (ext. 8555/e-mail alange@e21c.co.uk).

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 pupils with SEND, including those who have EHC plans
- Facilitate the transition of students from Statements of Special Educational Needs to EHC plans
- Be involved in the assessment and administration of students with identified access arrangement needs
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils 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 pupils' 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 pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and local governing body 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 pupils with SEND up to date

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 in 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 pupil in their class
- Working closely with any teaching 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 pupil'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

The school accepts students with a wide range of special educational needs including those with:

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

5.2 Identifying pupils with SEND and assessing their needs

The school's SEND support is designed to allow students, with special educational needs, greater accessibility to the school's curricular and extra-curricular opportunities. Furthermore, it should inform, enhance and develop good practice within the school. The school-based arrangements will need to reflect the individual needs of the student. Information and evidence of these needs may be collected from meetings with staff involved in transition, parents, outside agencies, relevant documentation and/or assessment as well as classroom observation.

We assess each pupil's current skills and levels of attainment on entry via assessments completed by Year 6 students in the Summer Term (before starting at the school in Year 7, building on information from previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils 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 and behavioral needs.

Slow progress and low attainment will not automatically mean a pupil 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 pupil 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 pupils and parents

At The Ravensbourne School, a high level of importance is placed on involving both students and their parents along with outside agencies when required in the discussion on how best to support the learning of students with SEND. During annual reviews of statements/EHCPs and PRAs, students are fully involved in evaluating their progress and parents are invited into the school to be an integral part of this process. We have a strong belief that the most effective support is delivered in a collaborative approach between parents/carers and the school. Should potential SEND difficulties be identified, parents will be informed and invited to discuss and share ideas about how best to address these difficulties.

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

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns

- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

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

We will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

As with all students, learners with special educational needs must be educated in an environment in which they are valued. Teachers are accountable and responsible for the teaching, progress and development of the students in their class. This also includes access to effective pastoral support, access to teaching assistants and/or specialist staff. The school has a commitment to Quality First Teaching delivered through:

- Engaging lesson design and clear objectives
- A differentiated curriculum for all students (not just those with SEND) where all students are CATERed (Community, Adult Assistance, Task, Extension, Resources) for
- High expectations of involvement and engagement in their learning
- High levels of interaction from learners
- Teachers using appropriate explanations, modelling and questioning
- Regular dialogue between teachers and learners shown through both marking/assessment and verbal feedback
- Opportunities for both individual and group interactions
- The expectation that students take responsibility for their own learning
- The use of incentives, praise and reward
- Clear teacher feedback that allows students to know what they have achieved and how to improve further

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 to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and 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 pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed after each data cycle (approximately each half term).

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

5.5 Supporting pupils moving between phases and preparing for adulthood

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

Between Key Stage 2 and 3, the SENCO visits feeder primary schools to meet relevant students with SEND. Some meetings with parents of students with SEND also take place prior to them starting in the new academic year. SEND staff attend a transition meeting with SENCOs from primary feeder schools to receive information about students who will be transferring to the school. All students (not just those with SEND) sit an assessment before the end of the summer term of Year 6 that will help determine the set that will best meet their ability. An SEND bulletin is created for students with EHCPs, statements, PRAs or students with

more complex needs to give staff more detailed information about difficulties and strategies to support students.

Between Key Stage 3 and 4, SEND staff will meet and support students and parents with statements and EHC plans to give advice about options. SEND staff will attend transition evenings.

Between Key Stage 4 and 5, students with EHCPs are scheduled meetings with a career advisor as a priority. For those students with EHCPs and are planning to move to a different school or college, SEND staff will help with application forms if needed.

If the EHCP or statement is discontinued (as acknowledged by the relevant borough), SEND support is still available to assist with the transition. The EHCP review process does take into account each student's aspirations for employment, good health, living and relationships as the plan can continue to the age of 25.

5.6 Our approach to teaching pupils with SEND

For students with SEND, intervention follows the Assess, Plan, Do and Review cycle. This allows early intervention that can be targeted at student outcomes and reviewed to make sure they are as beneficial as possible for the student. All students learn in different ways and more assistance can be offered to support the difficulties that a student may be experiencing. It is recognized that subject-based interventions, delivered by or in collaboration with subject experts, offer effective interventions as initial support. Parents/carers will be kept informed of additional help or interventions that their child is receiving. Students are removed or interventions ceased once the learner is meeting age-related expectations.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

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

We may also provide the following interventions:

- Core skills lessons for students in Key Stage 3 to help support students identified with low literacy or numeracy skills
- Support sessions for students with EHC plans in Key Stage 4 to support their classroom learning and provide additional support
- In-house testing for possible assessment access arrangements by a qualified assessor
- Additional literacy sessions for Key Stage 3 students formerly in the SpeLD provision

5.7 Adaptations to the curriculum and learning environment

The Ravensbourne School aims to make any reasonable adjustment to make the learning environment accessible to learners with SEND.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, 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.
- Provision of additional ICT support such as tablet computers or reading pens
- Advice from outside agencies implemented and disseminated
- Access provided in line with the school's Accessibility Policy [\[hyperlink\]](#)

5.8 Additional support for learning

Support offered at The Ravensbourne School is designed to help further develop a student's independence. The school has TAs who support in a variety of subject areas as well as subject-specific TAs with specialisms in particular subjects.

We have 21 teaching assistants who are trained to deliver interventions such as in-class support and access arrangements in formal assessments.

Teaching assistants will support pupils on a 1:1 basis when scribing for students in exams

Teaching assistants will support pupils in small groups when delivering additional support sessions (such as literacy) or group access arrangements in exams. They will meet and work with subject teachers to discuss the how to support during learning tasks (e.g. questions to be asked and classroom layout)

We work with the following agencies to provide support for pupils with SEND:

- Individual borough: Bromley, Lewisham and Greenwich SEND departments
- Borough advice on students with hearing or sight impairments
- Impartial careers advisors
- Relevant health services
- Social services
- Educational welfare services
- Voluntary organisations
- School counsellor and outside counselling agencies
- Speech and Language Therapists

5.9 Expertise and training of staff

The school evaluates the training needs of all staff in line with school priorities and professional development. Particular support is given to NQTs and other new members of staff with a SEND inset offered within the first half term of each new academic year. The Head of Curriculum Support takes the lead in training for staff and keeps up-to-date with SEND educational developments by attending local SEND forums and inset training.

Our SENCO has worked as a teacher for over 15 years and over the last 5 years has been working in the school's SEND department as well as the school's Head of SpELD provision. He is currently working towards the National Award for SEN Coordination.

They are allocated approximately 900 minutes a week to manage SEND provision.

We have a team of 21 teaching assistants.

In the last academic year, staff have been trained in the use and delivery of access arrangements, teaching students with ASD and other relevant SEND updates.

We use specialist staff for the teaching of Core Skills lessons.

5.10 Securing equipment and facilities

Relevant specialist equipment will be provided in discussion with relevant outside agencies, parents or teaching staff.

5.11 Evaluating the effectiveness of SEND provision

The SENCO will monitor the effectiveness of SEND provision for individual students after each term (as well as during the annual review process for students with statements and EHCPs). In turn, the governing body will monitor the effectiveness of the SEND provision of the whole school.

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after at the end of each half term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC plans
- SEND Learning walks
- The review of summative and milestone assessment data

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

The school encourages and expects all students with SEND to be able to take part in activities that are offered at the school. As such, aim to remove any possible barriers.

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 our residential trip(s) (such as the annual ski trip)

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

5.13 Support for improving emotional and social development

The school aims to be a safe place for students to improve their academic studies as well as social and emotional wellbeing.

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

- Pupils with SEND are encouraged to be part in school leadership opportunities such as mentoring and school councils
- Pupils with SEND are also encouraged to be part of the Big Brother Big Sister group to promote teamwork/building friendships etc.
- The SEND office is a 'safe place' that students can attend should they need to discuss issues with the Head of Curriculum Support

We have a zero-tolerance approach to bullying. Social and emotional needs are considered at review meetings.

5.14 Working with other agencies

The school will act and accept input from outside agencies including health and social care bodies, local authority support services and voluntary sector organisations. As appropriate, these groups will be invited to planning and review meetings. Should a student show a need for additional involvement from an outside agency, the school will liaise with these groups and with parents as required.

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils 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 of support services for parents of pupils with SEND

London Borough of Bromley Information, Advice and Support Service. E-mail – iass@bromley.gov.uk. Tel: 020 8461 7630.

5.17 Contact details for raising concerns

To raise any concerns please contact the SENCO Alex Lange. (ext. 8555 Email- alange@e21c.co.uk)

5.18 The local authority local offer

Our local authority's local offer is published here: <http://bromley.mylifeportal.co.uk/lbb-local-offer.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 on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions