



Rugby Free

Secondary School

## SEND Policy

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**Please note link to Warwickshire's Local Offer at:**

<https://www.warwickshire.gov.uk/send>

[www.rugbyfreesecondary.co.uk](http://www.rugbyfreesecondary.co.uk)

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## 1. Our Vision

Our vision is to ensure every child is recognised as an individual and to ensure all of our students believe that they can achieve any goal by working hard and having the highest expectations of themselves in everything they do. We aim to deliver a bespoke and enhanced education that can respond and react to the needs of each child, nurturing their unique potential, fostering independence and allowing them to discover their own strengths and passions within a safe and supportive environment.

At Rugby Free Secondary School, we have a positive ethos that promotes inclusion of all students in order that they can achieve their full potential. We are committed to ensuring all students have a broad and balanced curriculum and that all staff aim to deliver Quality First teaching that is differentiated and adapted, ensuring their lessons respond to the strengths and needs of all students.

To achieve our vision, we will:

- Create a positive learning environment alongside providing high-quality specialist support and interventions that meets the special educational needs of each child
- Ensure that the special educational needs of children are identified, assessed and the interventions and additional support needed are provided for those individuals
- Focus on maintaining an inclusive practice and removing barriers to learning
- Provide an enhanced and diverse curriculum which prepares them for the next stage of education or training
- Provide students with the knowledge and skills to thrive in adulthood

## 2. Legislation and Guidance

This policy and information report complies with 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 SEN and disabilities



- The Special Educational Needs and Disability Regulations 2014, which sets out schools' responsibilities for Education, Health and Care (EHC) plans, SEND co-ordinators (SENDCo) 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 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.

#### 3.1 Disability

Some children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a Page 5 of 15 disabled child or young person requires special educational provision, they will also be covered by the SEN definition.



## 3.2 The Equality Act 2010

The Equality Act 2010 brought together and replaced the previous antidiscrimination laws, such as the Disability Discrimination, Race Relations, and Equal Pay Acts with a single Act. The majority of the Act came into force on 1 October 2010.

## 3.3 What the Equality Act means to our school

As a school we must not discriminate against a student:

- In the way we provide education for the student
- In the way we allow the student access to a benefit, facility or service
- By not providing education for that student
- By subjecting the student to any other detriment

As a school we must not directly or indirectly discriminate against, harass and victimise disabled children and young people. Our school's duty to our students goes beyond just the formal education we provide and covers all school activities such as extra-curricular and leisure activities, after-school and homework clubs, sports activities and school trips, as well as school facilities such as libraries and IT facilities. A school has a duty to make reasonable adjustments for disabled people. The Equality Act extends the duty to make reasonable adjustments to cover the provision by a school of auxiliary aids and services. The Act specifically identifies provision of information in an accessible format as a reasonable adjustment. The duty to make reasonable adjustments sits alongside the duties of a school and of local authorities. In some cases, the support a disabled student may receive under the SEND framework may mean that they do not suffer a substantial disadvantage and so there is no need for additional reasonable adjustments to be made for them. In other cases, disabled students may require reasonable adjustments in addition to the special educational provision they are receiving. There are also disabled students who do not have special educational needs, but still require reasonable adjustments to be made for them. (Please see the school Equality Policy and Accessibility Plan)



## 4. Roles and Responsibilities

### 4.1 The SENDCo

The school SENDCo is Mr John Harrison (john.harrison@rugbyfreesecondary.co.uk)

They will:

- Ensure that the SEND Code of Practice is adhered to
- Work with the Headteacher and SEND Educational Excellence Committee (EEC) Member 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 quality first teaching
- Advise on the graduated approach to providing SEN support and ensure that the Assess, Plan, Do, Review cycles are implemented in order to support children with SEND
- 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 future educational providers to ensure students and their parents are informed about options and a smooth transition is made between providers
- Liaise with Primary Schools and their SENDCo to ensure students and their parents have a smooth transition to RFSS



- Work with the Headteacher and Governing Board to ensure that school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the schools keeps the records of all students with SEND up to date
- RFSS believe that our partnership with parents is vital in delivering the right support for a child as parents/carers know the needs of their child best. RFSS will always ensure that parents/carers are always kept informed of their child's progress. RFSS will have an Open Door Policy whereby parents can approach the SENDCo, Headteacher or Designated Safeguarding Lead to raise any concerns.

## 4.2 The SEND EEC Member

The SEND SEEC Member, Brenda Mullen, [brenda.mullen@learningleading.org](mailto:brenda.mullen@learningleading.org) will:

- Ensure the necessary provision is made for a student with SEND.
- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality of effectiveness of SEND and disability provision within the school and update the governing board on this regularly.

## 4.3 The Headteacher

The Headteacher is responsible for the management of all aspects of schoolwork, including provision for students with SEND. They will:

- Work with the SENDCo and the SEN 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 SEN and/or a disability
- Keep the governing body informed regarding SEND issues
- Work closely with the SENDCo
- Deploy all SEND personnel within the school



- Monitor and report to Governors in regard to the implementation of the school's SEND policy and effects of Inclusion Policies on the school as a whole

#### 4.4 Subject Teachers/Form Tutors

All teaching staff are responsible for:

- The progress and development of every student in their class
- Providing Quality First teaching for all students
- Using the Student-Centred Plan (SCP) provided by SENDCo and support staff in differentiating appropriately and implementing the reasonable adjustments for SEND students in class
- Working closely with any Learning Support Assistants (LSA) and Curriculum Support Assistant (CSA) or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Providing the specialist support staff and LSA or CSAs with key vocabulary and concepts in order to support SEND students with reviewing learning and pre-teaching
- Working with the SENDCo to review each student's progress and development and decide on any changes to provision
- Knowing and understanding their responsibility within the SEND Code of Practice
- Ensuring they follow this SEND policy

#### 4.5 Learning Support Assistants & Curriculum Support Assistants

Learning Support Assistants support students with SEND to gain access to the curriculum and support teachers in meeting the learning needs of students. Learning Support Assistants are allocated to support groups where there are students with an 'Education, Health and Care Plan' or other students that are identified by the SEND register or through the school's referral and monitoring process. RFSS ensures that the support allocated to students with an 'Educational Health Care Plan' meets the levels of support required as stipulated in their





provision. Support can be allocated to any subject area but focuses initially on the core subjects of English, Maths and Science.

## 4.6 Learning Support Assistants & Curriculum Support Assistants key responsibilities

- To work with students with SEND to enhance specific skills as directed by the SENCOs
- To support students with SEND in the classroom as directed by the class teacher
- To monitor, review and keep records of SEND students
- To liaise with the SENCO about students on the SEND register
- To provide information about SEND students that may contribute to the review of Pupil Centred Plans and Annual Review of 'Educational Health Care Plans'
- To lead assessment or intervention groups as identified through the school's pastoral team

## 5. Training

We have a comprehensive Continuing Professional Development programme throughout the year where staff can opt into different CPD sessions to share good practice ideas. All new staff and Early Career Teachers follow a comprehensive induction programme where SEND provision and structures are discussed. The SENCO or Assistant SENCO always attend the Local Authority SENCO network meetings in order to keep up to date with local and national updates in SEND.

## 6. Specialised Provision & Access to the Curriculum for Students with SEND

At RFSS, we aim to provide a curriculum that is bespoke and enhanced to ensure that the needs of each individual is met. The curriculum offer includes:

- Core Curriculum
  - Provides students with their English, Mathematics and Science qualifications either at GCSE (accessed where possible in the mainstream school) or for



some students at a Functional Skills level. This will ensure that students are able to continue their education and training post-16.

- Set for Life Curriculum
  - Delivering courses such as ASDAN Certificate of Personal Effectiveness, which builds skills in communication, problem solving and collaboration; additional personalised PSHE time that will support developing an understanding of where a student could be vulnerable; short courses to develop life skills and employability skills.
- Interventions & Well-being Specialists
  - A dedicated team of professionals deliver communication specific interventions such as Talk about for Teenagers, Lego and Art Therapy and other interventions identified by a Speech and Language Therapist or Specialist Teacher. In addition, there is a team of pastoral staff to support the mental well-being of students. in both the resource base and the mainstream school.

We support access to the curriculum through differentiation and adapted teaching, Student Centred Plans and allocation of extra support to an individual or group of students according to need and availability of resources. We aim to develop effective intervention and support by using the assessment processes to identify any learning difficulties. We ensure ongoing observation, monitoring and review of students' achievements and experiences form the basis for planning the next steps in students' learning.

We aim to be an inclusive school by:

- Using the SEND review procedures to identify any barriers in the way of the student and plan appropriate and reasonable action
- Ensuring that all students have appropriate learning targets which are challenging
- Valuing the diversity of our students of which SEND are a natural part
- Looking for opportunities within the curriculum to raise SEND issues



- Seeking to make provision for SEND within routine class arrangements wherever possible
- Seeking opportunities for students with SEND to work with other students
- Supporting students moving between phases and preparing for adulthood
- Ensuring student transitioning from Year 6 Primary into Year 7 have a clear integration plan that is communicated to all staff and co-produced with parents, the student and their previous school
- Identifying an appropriate curriculum pathway for all students transferring from Key Stage 3 to Key Stage 4. Consultations are held between staff, parents and the student about the levels of support they may need and the most suitable qualifications for them.
- Students will be given advice, support and guidance on their option for post 16 and supported to make informed choices. Whatever the pathway chosen, RFSS will ensure that information is shared with the next destination

## **8. Education, Health and Care Plan (EHC Plan)**

The school will request a statutory assessment from the Local Authority (LA) when, despite an individualised programme of sustained intervention within SEND, the child continues to be a significant cause for concern, has been identified as having complex needs and is working at least a Key Stage behind their peers. An EHC Plan may also be requested by a parent or outside agency. An EHC Plan will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for Statutory Assessment does not inevitably lead to an EHC Plan.

## **9. Supporting students at school with medical conditions**

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the



case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have an EHC Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Students without an EHC Plan who have a significant medical condition will have a Health Care Plan.

## 10. Safeguarding

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. The school's child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children.

These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers. Special consideration will be made to ensure that any change in behaviour will be considered as a form of communication and will be investigated; positive relationships will be encouraged at all times and children will be given the opportunity to express their feelings; and communication aids will be used where necessary to overcome barriers.
- Children with SEND can be particularly vulnerable to online grooming especially being manipulated by someone they know

## 11. Monitoring arrangements

This policy will be reviewed annually by the SENDCo. At every review, it will be approved by the Trust.