



PARTNER OF THE EVERYONE MATTERS SCHOOLS TRUST

Special Educational Needs and Disabilities Policy 2023-2024

Everyone Matters

We expect our community to be kind, polite and respectful

Everyone Helps

We expect our community to make sensible choices

Everyone Succeeds

We expect our community to work hard

Guidance Owner	Principal
Scope of the Policy	Rainford High
Written/last reviewed	July 2023
Next review due	July 2024
Summary of key changes	No changes

School Name and Address	Rainford High
Web Address	www.rainford.org.uk
Telephone Number	01744 885914
Age range of School	Mixed sex 11-18
Specialise in a particular type of SEN	No
Name and Contact details of SENCO	Joanne Burgess Gained NASENCo Award September 2014

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	j.burgess@rainford.org.uk 01744 885914 ex 161
Senior Leadership Link	Ian Young I.Young@rainford.org.uk
Updates	P4 – Updated transition info

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25
- Schools SEN Information Report Regulations (2014)
- UNICEF Convention of the Rights of the Child
- Keeping Children Safe in Education (2015)
- Children and Families act 2014

Introduction

Rainford High aims to meet the needs of all students and has a whole-school approach to special educational needs and disabilities (SEN/D). We provide effective opportunities for all students by responding to the different ways in which students learn. We believe in setting suitable learning challenges and overcoming barriers to learning.

Our SEN/D provision is co-ordinated by the Special Educational Needs Co-ordinator (Senco) and Learning Support team and follows Department for Education (DfE) definitions and guidance it reflects our statutory duties introduced by the Special Educational Needs and Disability code of practice 2014 and Disability Discrimination Act 2005.

By SEN/D we mean a learning difficulty or a disability that prevents, hinders or inhibits a student from accessing our facilities and resources, limits progress or opportunities and constitutes a significant difficulty. Sensory and physical impairments, specific learning difficulties such as dyslexia and dyspraxia, conditions like diabetes, epilepsy, AD(H)D and some complex behavioural, emotional or social difficulties and Autistic Spectrum Disorder



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and mental health disorders are among the disabilities that might be classed as SEN/D and may need extra support to progress and take a full part in school life.

Special educational provision means interventions which are additional to or different from that made for other students. We escalate and involve experts as needed to ensure progress as part of a graduated response, in line with the SEND Code of Practice. We follow DfE guidance when we review progress, update targets, and define, manage and map special provision <https://www.education.gov.uk/schools/student-support/sen>.

The Principal and the governing body have delegated the responsibility for the ongoing implementation of this SEND Policy to the Special Educational Needs Coordinator (SENCO). The SENCO is responsible for reporting regularly to the Principal and the governor with responsibility for SEND. The SENCO also takes on the role of The Ethnic Minority Achievement (EMA) Co-ordinator has strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority.

The Designated Teacher for Looked After Children Mr Kenyon has strategic responsibility for the inclusion of children who are adopted or in local authority care.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners, all teachers are teachers of students with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all students at all times. We seek support from the local authority for EAL.

The Children and Families Act 2014 places a duty on schools to make arrangements for children with medical conditions.

The school takes advice and guidance from a range of sources, including the School Nurse, Health professionals and the child's GP in addition to the initial information provided by parents/carers. This enables us to ensure we assess and manage risk and minimise disruption to the learning of the child and others who may be affected (for example, class mates).

Further information around Supporting Pupils with Medical Conditions, can be found in our school Medical Policy.



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Aim

At Rainford High it is our aim that we are always raising the aspirations of and expectations for all students including students identified with Special Educational Needs, we provide a focus on outcomes for children and young people and not just hours of provision/support.

Objectives

1. To identify and provide for students who have special educational needs and additional needs
2. To work within the guidance provide in the SEND Code of Practice, 2014
3. To operate a “whole student, whole school” approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Policy
5. To provide support and advice for all staff working with special educational needs students

Identifying Special Educational Needs

The purpose of identification is to work out what action the school needs to take, not to fit a student into a category of need. Here at Rainford, we identify the needs of students by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

Many students with SEN/D will have had formal assessments or diagnoses at primary school. Our Learning Support team works closely with primary feeder schools and liaises with them to help identify students with special needs who will be coming to Rainford. This is so relevant data can be shared ready for students starting at our school. Students and their class teachers have meetings and transition visits so students make a smooth transition to Rainford.

In some cases a student without previously identified SEN/D will not make adequate progress, or teachers may consult the SENCo about other concerns. The Learning Support Team will arrange monitoring, assessment and observation as needed, and if appropriate will arrange for further testing or referrals. All students are assessed using standardised reading and CAT's tests on entry. Any mid-year transfers are tested on the week of arrival.

Some students may be tested using the GL assessment dyslexia screener. Updates are made annually or more frequently if indicated. The school will refer to external agencies for assessment or diagnosis as appropriate following consultation with parents/ carers.



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If parents have any concerns they can raise these by contacting the SENCo or pastoral team at any time.

This is a list of what is NOT SEN but may impact on progress and attainment;

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Student Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

A Graduated Approach to SEN Support

The process of putting a student on the SEN register would only start if the student is not making adequate progress if quality first teaching, intervention and adjustments were not allowing the student to progress. Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.

The first step in responding to students who have special educational needs is high quality teaching, differentiated for individual students. Additional intervention and support cannot compensate for a lack of good quality teaching.

At Rainford we regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered. Teachers and the SENCo will gather all information on the child and look at the progress of the student alongside national data and expectations of progress. Assessment of progress is published to parents 2 times a year for all students in Rainford.

If a student has a high levels of need, Rainford would organise for specialized assessments from external agencies and professionals to support where necessary.

The decision to put students on the code of practice would go through a cycle of assess, plan, do and review. We would assess the needs of the student by involving parents, teachers, specialist professionals and most importantly the student. We would then plan with all the parties concerned, this plan would be shared with all the students teachers and





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reviewed by the SENCo 3 times a year or on a more regular basis if needed. Parents and students will be involved in this process at every stage.

MANAGING STUDENTS NEEDS

STAGE 1 Well-differentiated, quality first teaching, including, where appropriate, the use of small group interventions. All vulnerable learners to be included on a whole-school provision map.

All learners will have access to quality first teaching.

Some vulnerable learners will have access to carefully differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to students learning at different rates. These will probably be students who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be students with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for students with SEN.

All vulnerable learners will be included on a whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:

- Plan strategically to meet students' identified needs and track their provision.
- Audit how well provision matches need
- Recognise gaps in provision
- Highlight repetitive or ineffective use of resources
- Demonstrate to all staff how support is deployed
- Inform parents, LEA, external agencies and Ofsted about resource deployment
- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

Identification and Assessment

Student's needs should be identified and met as early as possible through:

- the analysis of data including entry profiles, SAT scores, CAT scores, reading ages, other whole-school student progress data
- classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- following up parental concerns

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- tracking individual students' progress over time,
- liaison with feeder primaries on transfer
- information from previous schools
- information from other services
- maintaining a provision map for all vulnerable learners but which clearly identifies students receiving additional SEN Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the teachers, TA's and SENCO.
- Undertaking, when necessary, a more in-depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a student's needs. It may include a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that a special educational need is significant.

Curriculum Access and Provision for vulnerable learners

Where students are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual students.

- teachers differentiate work as part of quality first teaching
- small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
- individual class support / individual withdrawal
- bilingual support/access to materials in translation
- further differentiation of resources,
- study buddies/cross age tutors

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the SENCO, curriculum leaders, senior leaders.
- ongoing assessment of progress made by intervention groups
- work sampling on a termly basis.
- teacher interviews with the SENCO
- informal feedback from staff.
- student questionnaires/interviews
- student progress tracking using assessment data (whole-school processes)



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- attendance records
- regular meetings about students' progress between the SENCO and the progress leaders and Principal

Stage 2 Additional SEN Support

Students will be offered additional SEN support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all students in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014.

Under-achieving students and students with EAL who do not have SEN will not be placed on the list of students being offered additional SEN support (but will be on the school's provision map).

In keeping with all vulnerable learners, intervention for students on the SEN list will be identified and tracked using the whole-school provision map.

It may be decided that a very small number (but not all) of the students on the SEN list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the student or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Student Unit has, or will need to be, spent on a student within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEN Descriptors published as part of the Local Offer.

Where a student has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

Stage 3 Statement of Special Educational Needs or Education Health and Care Plan

Students with an Education Health and Care Plan will have access to all arrangements for students on the SEN list (above) and, in addition to this, will have an Annual Review of their plan.



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Our school will comply with all local arrangements and procedures when applying for

- Additional Needs Funding
- An Education Health and Care Plan

and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

CRITERIA FOR EXITING THE SEN REGISTER

Students' progress is monitored continuously. If students are progressing well without any extra provision then parents/guardians will be invited to discuss whether they should stay on the register. If students are taken off the register parents will get written confirmation of this and students will still be monitored closely to check expected progress is being made.

SUPPORTING STUDENTS AND FAMILIES

Link to LA local offer (Regulation 53, Part 4) - <http://www.sthelens.gov.uk/what-we-do/schools-and-education/sen-the-local-offer/>

Link directly to the school's statutory requirement to provide a SEN Information Report; Regulation 51, Part 3, section 69(3)(a) of the Act - <http://www.rainford.org.uk/Policies>
Rainford follows the LEA's Admission procedures.

Access Arrangements - For access arrangements any Students that need access arrangements get these arrangements in lessons and tests until year 9 when students will then get a specialist teacher to assess the needs of students on what they will be entitled to for exams. The exams officer, the Vice Principal and the SENCo will then collect evidence and submit the application to the exam board for the arrangements for external examinations.

Transition – When students move from primary school to Rainford. Visits to the primaries are carried out by the SENCo, the progress leader and the pastoral team. Here information is gathered on all students that will be coming to Rainford. All students will be invited to a transition day and more vulnerable students will be invited to attend some extra transition mornings where resources will be made to support their transition. An afternoon tea will also be arranged for parents/guardians and students to attend where students can meet



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students; parents can meet parents and ask any questions of the SENCo and learning support team.

Students transition from KS3 to KS4 will be put on a pathway with options suited for them. All students will be invited to attend an options evening where they have the opportunity to discuss options with class teachers. A meeting will be arranged for students and parents to speak to a member of staff regarding their options and advise accordingly. Careers and options advice are also given.

For KS4 in to KS5 open evenings are available and all students attend an open day depending on what path they chose to take post 16.

SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS

Rainford High 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 a statement, or Education, Health and Care (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.

Rainford liaises with the school nurse and parents to decide whether a care plan needs to be in place. If so a meeting is arranged and the school nurse will lead on creating a care plan with parents and school. Health care professionals will be involved in this process if needed. Medical conditions are shared with staff in booklet form each year and are updated on the school IMS when needed. Care plans will have a review date and these will be reviewed by parents, school and the school nurse and information shared with the relevant people.

Medical policy - <http://www.rainford.org.uk/Policies>

MONITORING AND EVALUATION OF SEND

At Rainford we regularly and carefully monitor and evaluate the quality of provision you offer all students. This happens in the following ways:

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for all learners is carried out in the following ways continuously:

- classroom observation
- learning walks
- ongoing assessment of progress made by intervention groups



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- work sampling
- scrutiny of planning.
- teacher voice
- student questionnaires/interviews
- student progress tracking using assessment data (whole-school processes)
- attendance records
- regular meetings about students' progress between the SENCO and the progress leaders curriculum leaders, SLT and Principal
- Principal's report to parents and governors

TRAINING AND RESOURCES

The training needs of staff are identified and planned for through performance management reviews and organised CPD sessions.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students.

The school's SENCOs regularly attend the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND.

Links with the ADHD foundation.

ROLES AND RESPONSIBILITIES

The role of the SEND link governor is to challenge and monitor the SEND support provided in school. They advise and support the learning support department where needed.

Role of SEN Teaching Assistants – Line manager Jo Burgess

A Teaching Assistant may offer support in a number of ways:

- By developing an understanding of the specific needs of S.E.N pupils.
- By establishing a supportive relationship with the pupils and developing methods of promoting and reinforcing their self-esteem.
- By helping pupils to learn as effectively as possible in both group situations and on



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their own by:

- clarifying and explaining instructions.
- ensuring pupils are able to use the materials/equipment provided.
- motivating and encouraging pupils when necessary.
- assisting them in weak areas such as language, behaviour, reading, spelling, handwriting, presentation, etc.
- helping pupils to stay on task and finish work set.

Supporting the teacher

- By providing regular feedback about pupils to the class teacher and SENCo.
- By liaising with the class teacher to devise differentiated learning activities.
- By contributing to the maintenance of pupil's records.

Supporting the school

- By contributing to established links between home and school.
- By liaising with other members of the team supporting SEN pupils.
- By attending relevant in-service training.
- By being aware of established school procedures.

BULLYING

Link to the policy <http://www.rainford.org.uk/Policies>

Strategies for dealing with Bullying at Rainford:

- Ensuring that there is a promotion of an open and honest anti-bullying ethos in the school
- Investigate all allegations of bullying
- PSHCE programme that discuss' issues such as diversity and anti-bullying messages
- Calendared anti- bullying week
- Poster and leaflet campaigns – designed and written by students
- Assemblies both in Year groups and form that promote a sense of community
- Class discussions and role plays in Drama, English and RE that draw out anti – bullying messages
- Circle time (restorative justice approach)
- Access to bully boxes (to be put up outside pastoral rooms and in the Library)
- Acceptable Internet Use policy is signed by all and e-safety are discussed in ICT lessons
- Ongoing staff induction and training programme
- Adequate staff supervision at lunch and break times
- Appointment and effective deployment of Prefects



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- Clear and consistently applied policies for Behaviour and Uniform
- Home School agreement signed by all students and parents
- Anti-bullying Ambassadors

For vulnerable students with SEND we have a Everyone Succeeds Centre that students can access before school, at break time and after school this supports their social and emotional wellbeing.

Teacher with specific Safeguarding responsibility –Joe Kenyon

The teacher with specific PPG/LAC funding – Joe Kenyon

The teacher with specific Medical Needs – Joanne Burgess

REVIEWING THE POLICY

This policy will be reviewed every year.

ACCESSIBILITY

With the school being a new build it complies fully with disability access.

Parents and carers contact key staff through email, phone or letter.

Link to the policy <http://www.rainford.org.uk/Policies>

DEALING WITH COMPLAINTS

Link to the policy <http://www.rainford.org.uk/Policies>

