



Roding Valley
HIGH SCHOOL

Special Educational Needs & Disabilities (SEND) Policy

Policy Reviewed and Updated: May 2018

Ratified by Governors:



This Policy complies with the statutory requirements in the SEND Code of Practice 0–25 (January 2015) for decisions taken relating to children with special educational needs (SEN) or disabilities.

The SEND Code of practice offers guidance designed to help schools make provision for students with special education needs following the identification and Assessment of Special Education Needs and Disabilities.

Parents of pupils with SEND have also been actively involved with the drafting of this policy.

Aims of the Special Education Needs and Disability Policy (SEND)

Special Educational Needs are a whole school responsibility and high-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. At Roding Valley High School, we recognise that every teacher is a teacher of SEND and every teacher upholds high expectations for all students.

All teachers are responsible and accountable for the progress and development of the pupils in their class. Therefore, this policy should be considered within the wider context of all the school's policies, particularly the Teaching and Learning Policy, the Behaviour Policy and the Equal Opportunities Policy.

Our SEND policy is designed to ensure the successful inclusion of all our students as every child is:

- Respected and equally valued
- Encouraged to develop independence
- Guided towards improving their learning outcomes

These students, like all students in the school, are entitled to access a broad balanced curriculum adapted to best suit their needs and following the National Curriculum requirements.

Partnership with Parents/Carers to Provide a Family Centred Plan

Roding Valley High School champions early identification and intervention and recognises how vital parental involvement is in keeping a child's self-esteem high.

We aim to develop a strong partnership with parents/carers and value the unique insight they have of their child's needs. This partnership fosters a continuous dialogue that includes parents /carers observations and is crucial when planning provision. The policy aims to keep pupils as well as their parents/carers informed about their child's entitlement to an education that is appropriate to their needs, promotes high standards and enables them to improve their outcomes and make rapid progress.



Pupil Centred Planning: Student Voice

Students have the right to participate in matters affecting them. They are encouraged to express their opinions, feelings and preferences and are openly made aware of information about them. Students participate, where possible, in decision making processes such as:

- Contributing to their Education and Health Care Plan (EHC Plan)
- Discussing objectives in their Annual Review
- Assessing their needs and helping them make choices about subject options, post-16 education and outcomes they are seeking in the future
- Completing their Student Passport (Appendix A). The student passport is easy to understand, uses clear ordinary language and highlights the student's strengths and capacities and focuses on outcomes for them. All members of staff are expected to familiarise themselves with each student's passport

Identifying Special Educational Needs and Disabilities

The SEND Code of Practice states:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

Has a significantly greater difficulty in learning than the majority of children of the same age.

Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.

Disability: "Many 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 includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.'

Categorisation: Special Educational Needs and Disabilities

The SEND Code of Practice 2015 identifies children that could have special needs using four broad categories calling for special educational provision to be made for them. We recognise these broad areas of need:

1. Communication and interaction including, speech and language difficulties and autistic spectrum disorders
2. Cognition and learning including, specific learning difficulties
3. Social, emotional and mental health including ADHD
4. Sensory and/or physical including: hearing, visual or physical disabilities

At Roding Valley High School, we identify the needs of pupils by considering the needs of the whole child not just their SEND.



Admissions Arrangements

Students with SEND are admitted to the school following exactly the same procedures for the school as a whole. We welcome all students to our school, including those with an EHC Plan and aim to ensure that appropriate provision is made to meet their needs.

All students with SEND play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary the parents/carers are informed and reasonable adjustments made to accommodate their child's need.

Transition Arrangements

We have close links with Primary feeder schools and Epping Forest College. Staff from our school visit and liaise with local Primary schools to meet children, ascertain their needs, and ensure that the transfer of students is achieved successfully.

All prospective Year 6 students attend a 'Practice Day' at Roding Valley High School. During this time a Learning Support Assistant (LSA) visits each class to meet and support students and to add any further information to our register of students with SEND. Also, when requested, we make arrangements for an additional visit for students with SEND.

All students in Years 10 and 11 have the opportunity to meet formally with the Careers Advisor. SEND staff support students in accessing careers information on a more informal individual level.

Year 11 students with SEND are encouraged to attend College Open Days to experience courses that are suitable for them. College application forms are endorsed with student's particular needs by the SEND team.

Students with an EHC Plan in Years 9, 10 and 11 participate in Transition Review meetings to discuss their future plans with the Information Advice and Guidance Officer.

Additional Support Outside Roding Valley High School

Outside support plays an important role in supporting the school to identify, assess and make provision for students with SEND. If a student at the school is making less than expected progress, even with tailored support, the school then seeks to utilise support from external specialists for pupils with higher levels of need in order to improve their outcomes.

The school receives regular visits from the Educational Psychologist, Specialist Advisory teachers, Speech and Language Therapists and the Behaviour Support Service. The SENDCO also liaises externally with Primary Schools and Further Education providers in order to smooth the transfer to and from those institutions.

Our Graduated Approach

We implement a graduated approach to assess and review a student's progress towards outcomes using the following four stages:

- Assess
- Plan
- Do
- Review



Identification and Assessment

A student may be identified as having additional needs through parents/carers but also in the following ways:

- Information passed to us from their primary school to indicate this; we liaise closely with feeder Primary schools to gather information so that teaching staff are fully prepared for the autumn term. This information is shared with them through the SEND Register.
- On-going observation and information sharing amongst staff relating to a student's achievement is used to inform future planning. In this instance, assessment is conducted and a decision is made as to whether the student should be placed on the SEND register.

Within the school we work closely with the pastoral team, Looked After Children Coordinator, Child Protection Officer, Year Progress Leader (YPLs), Heads of Year and Form Tutors as well as class teachers to help identify students with SEND.

The learning needs of most students will be met in the mainstream. We work hard to ensure that all students' entitlements; as specified in the Teaching Standards 2012, are delivered through paying a close regard to our duties on behalf of SEND students to ensure they are educated alongside their peers in mainstream classes.

Appropriate differentiation is built into each scheme of work and is embedded within the school's Teaching and Learning Framework. Teachers utilise a range of teaching strategies that enable all students to have the opportunity to access the National Curriculum. These strategies are used to support the needs of individual students to ensure that they are fully included in the classroom.

[Please refer to our Teaching and Learning Policy for additional information.](#)

Assessment

Our firm belief in inclusiveness for all allows the school to work closely with the SENDCO, class teachers and Pastoral team to ascertain student progress through:

- Ongoing evidence from teacher assessment/termly progress checks
- Information from parents/carers
- Performance measured against National Curriculum levels
- Records from previous schools
- Standardised screening and assessment for all students at the beginning of Year 7
- Additional reading and spelling tests for students who score below average using ARTi Net. These results help us determine whether students will then take part in the daily individual LEXIA reading and comprehension on-line phonics programme
- Lesson observations made by the SENDCO during SEND learning walks

If adequate progress is not made after a substantial period of intervention and if the student continues to have National Curriculum levels that are well below expected levels for students of that age, the SEND department, in consultation with teachers/Year Progress Leaders and parents/carers, arranges for further assessment and/or intervention from external agencies



SEND Provision

Teaching students with SEND is a whole school responsibility and is seen in the context of other school policies. The main methods of provision at Roding Valley High School are:

- Full time education in the classroom with high quality teaching differentiated for individual pupils. This is the first step in responding to pupils who have or may have SEND
- Hover support in the classroom from the Learning Support Assistants
- Small group withdrawal to work with intervention tutors in core subjects
- Withdrawal from Modern Foreign Languages in YR7/ 8 to improve Literacy Skills
- LEXIA – the on-line reading and phonics programme
- Student Passports which include personalised strategies written with students/ parents/carers ([See Appendix A](#))
- One to One mentoring on a weekly basis where students discuss what went well in the past week and highlight any areas of concerns ([See Appendix C](#))
- Homework clubs after school in the Learning Zone
- Weekly Active Reading Breakfast Club
- Lunchtime clubs – including “2000 steps Tuesdays” and “Garden Games Wednesdays”
- Self Esteem and improving communication trips
- Reward trips for improved outcomes and progress made throughout the academic year
- Support from external professionals including Speech and Language Therapists
- A buddying support mentor where sixth formers under the guidance of the SEND team support students with anxiety issues and the transition to secondary school

Please note this list is not exhaustive.

Evaluation and Review

We also monitor progress and evaluate our SEND provision through:

- Yearly Parents Evenings.
- Regular ‘Learning Walks’ carried out by the SENDCO
- Regular observations of the work of our Learning Support Assistants carried out by the SENDCO
- Monitoring progress for pupils with SEND, and scrutiny of pupils’ work.

Statutory Assessment and Request for an Education and Health Care Plan (EHC Plan)

For a few students the help given by the school will not be enough for them to make adequate progress, and it may become necessary to make a request for statutory assessment. Where a request is made for Statutory Assessment the student will have demonstrated significant cause for concern.



An individual EHC Plan is then drawn up in consultation with all parties including Specialist teachers and the Educational Psychologist who may see the student so they can devise strategies that can inform planning to improve a student's outcomes.

In addition the local offer provides parents/carers with information on our SEND provision. This can be found on our website ([Appendix E School Information Report](#)).

Role of the Special Educational Needs and Disability Co-ordinator (SENDCO)

The SENDCO plays an essential role in the school's SEND provision and is responsible for the day-to-day operation of the school's SEND policy. This involves working with the head teacher, governing body, SEND Governor, staff, parents and other agencies to determine the strategic development of this policy. The SENDCO completed the National Award for SEN Coordination July 2017. The main responsibilities of the SENDCO are:

- Overseeing the day-to-day operation of the SEND policy in line with the new code of practice focusing on high aspirations and improving outcomes for students with SEND
- Delivering an outcomes-focused and co-ordinated plan for the student and their parents/carers
- Liaising with and giving advice to fellow teachers on SEND matters
- Responding to changes in SEND policy, locally and nationally ensuring annual reviews of children with EHC Plans are conducted using guidelines
- Supporting subject departments and pastoral teams in understanding SEND issues and assisting with developing effective strategies for improved outcomes and provision
- Line managing Learning Support Assistants
- Effectively managing all administration relevant to the efficient fulfilment of all relevant SEND responsibilities undertaken by the school in response to student needs and statutory requirement
- Liaising with external agencies including Health and Social Services
- Arranging assessment of Access Arrangements following the JCQ guidelines for external examinations
- Analysing school performance data that feeds into improved outcomes for student achievement
- Ensuring robust procedures are in place to monitor, review and evaluate learning outcomes and ensuring that the name of any student identified for monitoring or needing SEND support is entered on the SEND register
- Keeping up to date with developments in SEND

The Role of the Governing Body

The governing body's responsibilities to students with SEND include:

- Ensuring that the admissions criteria does not discriminate against students with SEND
- Ensuring that provision of a high standard is made for students with SEND
- Ensuring that students with SEND have the opportunity to be involved in school activities



- Having regard for the 2015 SEND Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing the SEND policy
- Reporting to parents/carers on the school's SEND policy including the allocation of resources from the school delegated/devolved budget via letters/email and meetings

SEND Policy Review

Roding Valley High School considers the SEND policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice annually.

Arrangements for Complaints

Our aim is to work with students and their families to ensure they achieve success at Roding Valley High School. Sometimes however there are issues to be addressed. If you are concerned about any aspect of the provision that the school is making for your child you should contact the school SENDCO – Mrs Lafferty.

If you would prefer to speak to someone outside the SEND Department you are able to contact your child's Year Progress Leader, form tutor or class teacher. Alternatively you may prefer to use the 'School's Complaints Procedure'. Details of this are available from the school website or the School Office.



Appendix A: Example of a Student Passport

Roding Valley High School					
Name:			Date: 1 st November 2017		
	SEN Status	EHCP		Reading Age	13.03
	Support Arrangements	Hover support Sit at the front of class with peers who can help Keywords are given out and explained Exams: 25% extra time, Word processor		Spelling Age	13.10
	About Me My Aspirations	I am quiet and may not ask for help I like to go swimming I would like to be a hairdresser		Reading Age Comprehension	9.11
Area of Need:	Outcomes (Long/Short)		Strategies additional QFT		
Literacy Skills	Improve her phonological skills, spelling, writing and use of punctuation		Multi sensory strategies Focus on phonological skills Key words from each topic accessible on her desk Realistic expectations in terms written work		
Numeracy Skills	Improve her ability to order numbers and to use the four number operations and can solve problems involving money and measurement		Visual and practical approaches, with consolidation and reinforcement of new concepts Develop everyday concepts, telling the time, using money etc. Develop number knowledge of real life situations		
Auditory memory, listening and attention skills	Develop skills so that she can attend, follow more complex instructions and retain as much information as possible to carry out tasks with less support		In class support Attention and concentration groups Seating at the front of the class Visual cues and multi-sensory learning techniques		
Speech and Language Skills	Improve her vocabulary and confidence in speaking in front of other children, express herself in class and social situations and understand language concepts		Pre-teaching of subject specific vocabulary – keywords Encourage to interact with peers in verbal activities Develop her skills in oral expression for work and use in social situations Self esteem groups		

Appendix B: Accessibility Plan – Please refer to the Following Documents:

RVHS Accessibility Plan: Available on the School Website

Essex County Council Accessibility Plan: This can be found on the Essex Local Offer website:

https://www.essex.gov.uk/Education-Schools/Schools/Special-Education-Needs/Documents/Essex_Schools_Access.pdf



Appendix C: One 2 One Mentoring Checklist

Date: _____ Student: _____ Mentor: _____

Checklist for mentoring students in SEND department

8.40 – 8.58 AM

	Action
Student collected / arrived in SEN	On time / late / absent
SIMS check for PAL points and or PAL3	
SIMS check for praise and positive achievement points	
Attendance / absences	
Check Show My Homework	
H/W issues/ H/W club	
Upcoming assessments	
Active reading / helping with H/W	
Organisation - Equipment, bag, PE kit etc.	
Issues with any subjects – Email subject teacher , form tutor & RLA	
Any other issues / concerns	

Additional notes:



1 2 3 4 5 6 7 8 9 10



Appendix D: Roding Valley High School SEN Information Report

The SEN Information report should be read in conjunction with the SEND policy

1. Aims of Our Provision in Regards to Pupils with Special Educational Needs and /or Disability

At Roding Valley High School our motto is aspiration, respect and endeavour for all our students. We aim to ensure that all our students are settled, happy, and safe during their time with us. There is an emphasis on early identification of needs through supportive and preventative strategies which reduce barriers to learning including:

- A rigorous system of monitoring children's progress, supporting academic and personal achievement by removing these barriers to learning by applying a wide range of strategies to foster a culture of life-long learning and independent living skills for all children
- Quality first teaching is the key to students making progress. All subject teachers ensure that all students, whatever their special educational needs or disabilities, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and demonstrates coherence and progression in learning
- Full inclusion for all students is a high priority with staff inspiring and encouraging all learners to take an active role in their academic success as every teacher at Roding Valley High School is a teacher of every student in their charge, including those with SEND
- We have a comprehensive SEND policy on our graduated response to the identification and assessments of students

2. Special Educational Needs Department

- **SLT link:** Deputy Headteacher - Mr Mammen
- **SEND Link Governor:** Mrs James
- **Special Educational Needs & Disabilities Co-ordinator (SENDCO):** Mrs Roma Lafferty

3. How are Learners' Needs Identified and How Will the School Support My Child in Transfer?

Prior to new students arriving, we build up a detailed picture of their learning needs by liaising with Primary schools and their SENDCOs to discuss children joining our school. Concerns about particular needs will be brought to our attention at this meeting.

- During the Y6 summer term we arrange individual and groups tours of the school, to prepare students for the transition to RVHS and their new school environment prior to September
- We have a Year 6 transition day with individual interviews with new students and tutors
- Once at RVHS, students' progress is tracked and monitored throughout the academic year. This is determined through termly progress checks. If concerns arise these are then referred to the SENDCO and discussed with parents so that robust



support is made available to enable the student, going forward, to make sustained and good progress

- We work closely with Further Education establishments in order to ensure any additional needs are recognised so that these young people can begin their courses and prepare for adulthood with outcomes that reflect their ambitions.

4. How Are Parents /Carers Involved?

- Parents/carers are encouraged to take a full and active part in their child's learning and have the opportunity to join our Parents Group which meet regularly to give their views and discuss whole group developments
- We have student passports for all students on the SEND Support Register that are written in student friendly language, in consultation with the parents/ carers and the SEND team. The student passports focus on the skills and attitudes behind learning that will enable your child to make excellent progress and are set up soon after your child starts. They are then used by teachers to get to know the learning needs of your child in order to improve their learning outcomes
- A review is held during the annual Parents Evening. Parents are invited to an additional review attended by the pupils during the academic year where your child's progress is discussed
- Parents/carers are encouraged to contact the SENDCO if there any additional concerns

5. How Will I Know How My Child Is Doing?

- Regular marking and written feedback recorded in student books
- Contact with the SENDCO and class teachers – all staff email addresses can be found on the website where you are able to contact teachers directly
- Annual Review for students with an EHC Plan
- SENDCO will meet with parents during parent evenings and when requested to discuss progress/support to improve learning outcomes
- Student Passports will be reviewed by parent/carers and students and shared with staff

6. What Support Will There Be To Reduce Anxiety/ Promote Emotional Wellbeing?

- At Roding Valley High School we offer and provide students with a variety of opportunities to listen to their views including weekly one to one mentoring meetings and inclusion in group sessions in the Hub to support emotional, social and behavioural needs when necessary
- Regular Pastoral Meetings will bring to our attention students who might need support with self-esteem, anxiety and social skills
- Positive relationships with parents/carers, school and students
- The School Counsellor
- Bereavement support through our School Counsellor
- Individual Health Care plans created to cater for individual health/medical needs



- Referral to more specialised support such as the Emotional Wellbeing and Mental Health Service (previously known as CAMHS) Education Psychology Service, Speech and Language Therapist.
- Referrals are also made to specialist advisors and support services in response to specific identified needs.
- Exam Access Arrangements assessments following the JCQ regulations are used to identify students who require further support with examinations

7. Our Approach and The Support We Offer

The SENDCO is an experienced classroom teacher who oversees and plans the education support programme and has a wealth of experience teaching students with SEND needs. The SENDCO has completed the National Award for SEN Coordination July 2017. We also have an experienced, caring team of Learning Support Assistants (LSAs) who strike the correct balance between necessary support and independent learning. In addition:

- LSA's observe students and provide feedback to the SENDCO communicating the needs of the students during weekly department meetings
- In class additional hover support is given to SEND students by the LSA in the lesson who supports the class teacher
- Internally we liaise with pastoral leaders, tutors and subject teachers and the quality of SEND provision is regularly monitored by the SENDCO during SEND learning walks
- Externally we liaise closely with and make recommendations to outside agencies such as: Educational Psychologists, Specialist teachers and Speech and Language Therapists
- We offer flexible support depending on a child's needs and incorporate a range of strategies to enable students to achieve their full potential. This includes 'quality first' teaching, differentiation in lessons and working closely with selected students for an hour each week in one to one settings where appropriate
- At KS3 smaller 'Progress' groups in English, Maths and Science are taught by subject specialists
- Our afterschool Homework Club runs every Monday, Wednesday, Thursday and Friday
- Our Active Reading Breakfast Club runs on Thursdays
- The "Zone" is open at break and lunchtimes for students who need a friendly place to go to
- Students are encouraged to use The Zone this is equipped with reading books, board games, computers and Chrome Books which can be booked out by students for lessons as needed
- Our support Hub is specifically designed for students who experience social and emotional needs, and offers them a calm, purposeful environment that supports them during challenging times
- All students, including those on the support register, are encouraged to take a full and active part in the extra curricular activities that the school offers, such as the fully inclusive dance and sports clubs



8. What Training Are The Staff Supporting Students With SEND Had, Or Having?

- All our teachers are teachers of SEN. They have appropriate and regular training on key areas of SEND practice as part of a robust programme of professional development throughout the year
- Learning Support Assistants have appropriate personalised training to support individual students. This is ongoing throughout the year
- Specialist training is also provided to all key staff in response to the needs of individual students during staff Insets
- Specialist training and advice has been provided by Essex County Council to help meet the needs of individual students
- Student Support Register is distributed to all staff with strategies to support SEND students and updated twice a year

9. How Will My Child Be Included In Activities Outside The Classroom, Including School Trips?

Students with SEND join in school activities alongside other students, as far as is reasonable practical and compatible with their needs. For example Sports days are all-inclusive.

Appropriate provision and reasonable adjustments will be made where necessary to support our students with SEND and parents /carers will be involved in the planning of school trips for their child. Additional staffing is provided as necessary. Medical support is in place where necessary.

10. How Accessible Is The School Environment?

- Roding Valley High School complies with Equality Act 2010.
- Where possible the school will make reasonable adjustments to the environment and use its best endeavours to move as many lessons as possible to accessible areas of the school. However, there are some specialist areas that cannot be moved

11. Who Can I Contact For Further Information?

- **Deputy Headteacher:** Mr Mammen: rmammen@rodingvalley.net
- **SENDCO:** Mrs Lafferty: rlafferty@rodingvalley.net

12. Where Can I Find Out About The Local Authorities Offer Of Services And Provision For Children And Young People With SEND?

Information about the Essex Local Offer of services and provisions for children and young people with special educational needs and disability can be found at www.essexlocaloffer.org.uk



13. Who Do I Contact If I Have Any Concerns?

Whilst every effort is made to gain information from primary feeder schools before a student arrives at Roding Valley High School, we would strongly advise that, if you have any concerns at all about special additional needs or any other issues, that you contact the SENDCO directly.

You are advised to contact the SEND Department via email rlafferty@rodingvalley.net if you have any concerns.

If your issue is not resolved to your satisfaction please do not hesitate to contact:

- Your child's form tutor or Year Progress Leader
- Deputy Headteacher
- Head of School

If your complaint is still causing your concern please contact the **Chair of Governors:**
Mr T Barritt.