



A student centred learning community



SEN/D Policy

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| Signpost 1: | All learning good or outstanding |
| Signpost 2: | Student outcomes |
| Signpost 3: | Students feel safe, supported and included |
| Signpost 4: | Preparing everyone for their future |
| Signpost 5: | Closing the gap |

Approved on 23rd March 2018

1. Vision, values and broader aims

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals, living fulfilling lives
- make a successful transition into adulthood.

Special educational needs (SEN) is the responsibility of everyone working at Royds, including classroom teachers who will use their assessments to identify where the progress of a student is not as expected for that individual and put interventions in place to address this. High quality teaching, differentiated for individual students is the first step in responding to students who may have SEN. Teachers will subsequently refer the student to the SENCO if improvement is not as expected.

The school is committed to being an inclusive environment in which each individual is enabled to flourish and fulfil their potential. The mission statement is to be “a student- centered learning community” which applies to the SEN policy as all students and staff value the unique potential of each and every member of the community. The school’s strategic framework, the 10 Signposts to Success, also recognises the importance that:

- students feel safe, supported and included.
- preparing everyone for their future.
- closing the gap.

This SEN policy outlines how the school will ensure that the necessary provision is made for any student who has special educational needs and how those needs are made known to all who work with them. The school will ensure that teachers in the school are able to identify and provide for those students who have special educational needs. This will enable equality of access to the curriculum and the wider activities of the school, so far as is reasonably practical. We are also committed to including all stakeholders in decision-making processes, in particular students themselves and their parents or carers while maintaining appropriate confidentiality.

2. Development and Implementation

This policy is based on the statutory SEN and Disability (SEND) Code of Practice and advice from the Department for Education. It should be read in conjunction with the SEN Report and Offer which is a statutory document published by the governors each year and which contains more detailed information about how the SEN policy is implemented in school. The SEN/D Report constitutes our ‘School offer’ and has been developed with regard to the Local Offer for Leeds which sets out what all schools in the local authority should provide.

3. Definition and Identification of SEN/D

Definition of a Special Educational Need

'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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or*
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post -16 institutions.*

(Draft SEN Code of Practice 2013, 1.8)

Definition of a Disability

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

Identification

Learning needs will be identified where possible prior to Year 7 as part of our transition processes. The identification of emerging needs will be an ongoing process starting from early in Year 7. The learning need of a student is addressed as early as possible because:

- there will be continuity, where appropriate, for the student when intervention continues from the primary school setting
- appropriate differentiation and intervention will help students cope with the demands of the curriculum
- barriers to learning need to be overcome so that they do not present problems for the student during further years at the school
- the evidence gathered over time will also constitute a 'history of need' and will enable us to establish a 'normal way of working' for a student. This is required to support applications for exam access arrangements in Key Stage 4 and beyond.

Students shall be regularly assessed by their teachers and progress data will be collected centrally three times each year. The progress of SEND students shall be monitored by the SENCO, Pastoral Teams and the Leadership Team. This information will be used when advising teachers about possible teaching and learning strategies and in progress discussions with students and to decide whether testing for exam access arrangements will be required in Year 9. For students with an Education Health Care Plan (EHCP), annual review targets shall be monitored and updated as required throughout the year in discussion with the SENCO.

Teachers and support staff can make a referral about a student at any point should they have any concerns about a student's ability to access the curriculum or demonstrate their learning. In addition students may self-refer and parents may also make a referral by raising a concern to the SENCO.

This process will follow the identify-plan-do-review model.

SEN/D Codes and Registers

The SEN Register (coded as a K or E on SIMS) details each individual's particular learning needs and how they can best be met in the classroom. Students on this register are receiving additional and different provision to support their development. Students with an E code have an Education, Health and Care Plan and additional information can be found on the individual's pupil passport.

4. Staff Training

This policy recognises that all teachers and relevant support staff must be provided with the necessary information and training on an ongoing basis to ensure that the students they teach are able to flourish. Information and training will be provided at a variety of levels as needs arise including at whole-school, curriculum and individual level.

It is also recognised that in some cases collaboration with external agencies may be required in order to access specialised support but where possible expertise will be developed in school.

In the classroom, the school's core principle is that we are committed to providing 'Quality First Wave 1 Teaching' for all students which places effective differentiation at the heart of our teaching practice. Progress for SEN students is incorporated into the school's Quality Assurance (QA) process.

5. Additional Support

The school has comprehensive support and pastoral systems which complement the support that we are able to offer SEND students. The policy should be read in conjunction with the school's Supporting Students with Medical Conditions Policy, Accessibility Plan and safeguarding policies.

School has a number of qualified first aid staff, who are able to assist students with specific medical conditions. Staff are also given specialist training, to develop an awareness of any new conditions.

The school has ramp access where requested and each subject can be taught on the ground floor level.

7. Confidentiality

This should be read in conjunction with the Safer Working Practices and Data Protection Policies. Information will only be shared with professionals on a need to know basis and with the consent of the parent or carer. Information shared electronically will be subject to the Data Protection Act.



