



400 YEARS OF EXCELLENCE

Special Educational Needs and Disability (SEND)

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Policy Lead	Sarah Morris (SENCO)
Governor or SLT approval	Governor Approval
Governor committee responsible for policy	Pastoral

PART 1: Introduction

1.1 Philosophy

All members of staff, in conjunction with the Governing Body and Local Authority, have a responsibility to ensure that every student has an equal opportunity to attain their maximum potential in all aspects of the curriculum. Students are entitled to a broad and balanced curriculum, including the National Curriculum (incorporating personalised provision), and their relative progress will be recorded, valued and reviewed.

1.2 Definition of Special Educational Needs and Disability (SEND):

Students have special educational needs if they have a *difficulty accessing the curriculum*, temporary or more long-term, which calls for *special educational provision* to be made for them. Students have *difficulty accessing the curriculum* if they:

- Have significant difficulties in learning in comparison with the majority of children of the same age.
- Have a disability*, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

* See 'definition of disability' at end of this policy.

** Throughout this policy, "parents" should be taken to include all those with parental responsibility, including corporate parents and carer

PART 2: Structural Arrangements

2.1 SEN Coordinator:

Miss Sarah Morris.

2.2 Roles and Responsibilities:

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with Code of Practice (2014) guidelines and school job descriptions.

Governing Body:

- In partnership with the Headteacher, the Governors have responsibility for deciding the school's general policy and approach to meet the needs of students with SEN/D.
- Ensuring, through the appraisal process, that the Headteacher sets objectives and priorities in the school development plan, which includes provision for SEN/D.
- Monitoring the policy through the school's self-review procedures.
- All governors are informed of the school's provision, including funding, equipment and staffing.
- Reporting annually to parents on the school's policy through the website.

The Headteacher:

- Setting objectives and priorities in the school development plan, which includes SEN/D.
- Line-managing day-to-day provision for students with SEN/D, including setting a budget for supporting students within the school's overall financial resources.
- Informing the Governing body.

SEN Coordinator:

- Disseminating information and raising awareness of SEND throughout the school.
- Responsible to the Headteacher for the management of SEND provision and day-to-day operation of the policy.

- Managing and developing the roles of Teaching Assistants, through training and PM.
- Screening and identifying students.
- Co-ordinating provision for students.
- Supporting the teaching and learning of students with SEND.
- Keeping accurate records of all students with SEND.
- Drawing up, reviewing and monitoring Student Passports for those with SEN/D and others, as required.
- Monitoring departmental delivery of the SEND Policy.
- Recruiting and deploying the School's Learning Support Team, which includes Teaching Assistants.
- Being responsible and accountable for whole-school SEND resources and sharing with the Headteacher and Business Manager responsibility for the allocation of funding devolved directly from the LA.
- Liaising with parents and carers of students with SEND.
- Liaising with and advising fellow teachers and support staff.
- Liaising with schools including feeder primaries and specialist settings.
- Liaising with other SENCOs, both locally and nationally.
- Liaising with outside agencies.
- Contributing to in-service training and external training (as appropriate).
- Being involved in preparing the SEND report, which the Headteacher forwards to the Governors.

Subject Leaders:

- Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of work.
- Ensuring appropriate teaching resources for students with SEND are purchased from school capitation.

Other Staff:

All teachers are teachers of special needs

- Devising strategies and identifying appropriate adaptations to lessons, in conjunction with the SENDCO.
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.
- Ensuring strategies shared for students with SEND are embedded in lessons.
- Monitoring progress of students with SEND against agreed targets and objectives.
- Using the school's procedures for SEND.
- Raising individual concerns to SENCO.
- Collaborating with Teaching Assistants effectively to support students in lessons.

Teaching Assistants

- Support students with SEND and at times the wider school population.
- Plan and deliver individualised programmes for targeted students and groups.
- Assist with drawing up individual plans for students and collating information as required.
- Contribute to the review progress, either in person or with a written report.
- Work with small groups in or out of the classroom, under the direction of the class teacher.
- Support students on educational visits, as required.
- Jointly plan with teachers, where appropriate.

2.3 Admission Arrangements

Admission arrangements are outlined on the school website.

2.4 Inclusion

At Richard Hale School, all students irrespective of ability, race, gender or need, are respected and valued as individuals. This is reflected in the schools organisational and curriculum structure, its assessment and rewards systems, the arrangements made for careers' education and work experience. Students with SEND

are integrated and included fully into the life of the school as a whole, including its social and cultural activities.

The school believes that:

- the needs, rights and entitlements of individual students are the focus of both an educational and social environment;
- staff are entitled to an effective and supportive environment, consistent quality training, an effective learning environment and good quality advice;
- the family and community should work together.

2.5 Complaints Procedures

Initially, all complaints from parents or carers about their child's provision is made to the SENCO, who follows this up with relevant staff. However, if a parent or carer is not satisfied with the response given, the Complaints Procedure outlined in the school's prospectus may be followed.

2.6 Monitoring and Evaluation of this Policy

The degree of success of the policy and its implementation will be evaluated using the following indicators:

- Recorded views of students and parents or carers, particularly at meetings.
- Recorded views by teachers on students' competence, confidence and social acceptability.
- Measurable or observable gains from students, particularly in terms of set targets, screening tests and other assessments carried out where appropriate and examination results.
- Evidence of planning and targeted expenditure for SEN/D.
- The SENCO reviewing procedures in consultation with subject leaders, and outside agencies.
- Feedback from departments, and outside agencies
- Number of complaints received.

In association with the Headteacher, the department produces an annual report which is included in the Governor's annual report to parents and carers.

PART 3: Identification, Assessment and Provision

3.1 Identification

The school uses the **graduated response** as outlined in "The Code of Practice (2014)". To help with this process a variety of screening procedures are used, which are then disseminated to teaching staff via the SEN/D area.

New Intake Students in Year 7.

a) Primary Liaison

Feeder primary schools are visited / contacted throughout the year prior to transfer. Students identified as SEND are referred to the SENCO. Additional contact is then made with the primary school to obtain additional information.

The LA notifies the school about students who are transferring with EHC plans in the spring of their year 6. Where practicable, the SENCO attends their Annual Review to ensure a smooth transition is made. At this meeting, the SENCO becomes the Lead Professional for the child with an EHC plan. Relevant information is disseminated to teaching staff before transfer.

b) Initial Screening

- KS2 tests
- Reading, spelling, writing tests
- CATs
- Tests undertaken by the SENCO as identified

Screening in Other Year Groups

Other screening tests are administered when required.

Additional screening is carried out in year 9 to support the assess, plan, do, review, cycle and to provide supporting evidence for exam access arrangements (EAAs).

Personal Referrals

- Members of staff consult with the SENCO if they notice students who may need provision that is additional to or different from their peers.
- A student's parent may express concern. Once information is gathered the process is the same as for staff referrals. All parental referrals are acted upon.
- Students may themselves express concerns that they feel they are struggling and will be investigated in the same way.

3.2 Provision

The [SEND Code of Practice \(2015\)](#) defines [Quality First Teaching \(QFT\)](#) as high-quality, differentiated, and personalized teaching that is the first step in responding to, and supporting, pupils who have or may have SEND. It emphasizes that every teacher is responsible for the progress of all pupils, and additional intervention cannot compensate for a lack of good quality teaching. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students at Richard Hale School learn and progress through these arrangements.

A Graduated Response is adopted for students identified as having SEND. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the SENCO but will be planned and delivered by teaching and support staff.

Criteria for targeted support outside the quality first teaching support includes:

- Below average numeracy / literacy scores
- Teacher observations
- Primary Teachers' comments
- Concerns from staff or parents

Provision from within the school's resources is identified to help meet the student's needs. Interventions may include:

- Targeted learning programmes such as literacy and numeracy
- Appropriate teaching groups / sets.
- Short-term targeted 1:1 sessions
- Additional staff training.

Specialist

Where students fail to make adequate progress, despite targeted provision, the school seeks advice and involvement from external support services. They are requested to:

- Provide specialist assessments.
- Give advice on teaching strategies or materials.
- Provide short-term support or training for staff.

The Student Passport is revised and new strategies are put in place following the involvement of student and parents. Should the assessments identify that the student requires additional provision on a regular basis for an extended period then the school will apply for additional resources. The application will be evaluated against criteria established by the LA.

Statutory Assessment / EHCP

If a student requires provision that is considered by the Local Authority to be “above and beyond” what could typically be expected of a school, , the school and / or a parent / carer may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an EHC plan.

The SENCO is responsible, on a daily basis, for providing support and mentoring, and allocates students with an EHC plan a specified amount of support. The process of target setting, monitoring and reviewing remains the same as at Intensive Support and Teaching Assistants are fully involved.

3.4 Continuous monitoring of individual progress

Monitoring of individual progress is completed rigorously by school and individual reviews, screening tests and through procedures described in the School's Assessment Policy.

3.5 Provision of an appropriate curriculum

Through departmental development plans and the SEF, provision for students with SEND is regularly reviewed and revised. It is the responsibility of individual departments to ensure that the requirements of the National Curriculum are met for those students with SEND in partnership with the Learning Support Dept.

3.6 Provision of Curriculum Support

The Learning Support Department can help subject areas in the following ways (although this is not an exhaustive list):

a) Curriculum development:

- Planning with individual members of staff / departments.
- Selection / design and preparation of suitable materials.
- Selection / design of teaching strategies.

b) Support teaching:

This is achieved by working collaboratively with a subject teacher. The SENCO can assist by:

- Planning appropriate programmes of work.
- Preparation of relevant and differentiated materials.
- Team and individual teaching.
- Helping to facilitate a wide range of teaching and learning styles.
- Evaluating and reviewing what has been achieved.

c) Withdrawal

Some students with special educational needs may be withdrawn for 1:1 or within small group sessions or to use technological support; the withdrawal of students is kept to an absolute minimum, in accordance with Richard Hale's inclusive ethos.

d) In-service Training

- The SENCO provides INSET for ECTs and other new staff at the school on Code of Practice procedures at Richard Hale.
- Individual departments can ask for INSET from the SENCO as required, for specific purposes or generic training.
- Whole-school INSET, focusing on specific needs is included, where appropriate, on staff training days and during twilight sessions.

3.7 Allocation of Resources

The school is funded to meet the needs of all their students through its core budget but is additionally funded to support provision for SEN/D through:

- Deprivation and underachievement factors, based on the number of students receiving free meals and those underachieving on entry.
- Funding for specific students to meet their assessed needs.
- uDelegated and designated budgets.
- Also, in some part, the Pupil Premium.

Capitation:

- The SENCO is allocated a departmental capitation each financial year.
- Individual departments are responsible, through their own capitation allowances, for identifying subject specific materials or resources for students with additional needs.

PART 4: Partnership

4.1 In school

- School systems and procedures provide the mechanism through which SEND issues are discussed and disseminated.
- The SENDCO is a member of SLT, and therefore integral to the strategic planning for students SEND at a whole school level.
- Information and concerns are always discussed with the appropriate member of staff.

4.2 Parents

Richard Hale actively seeks to work with parents and values the contributions they make.

- Parental views are recorded as part of the Annual Review procedures.
- Parents are actively encouraged to help their child in many ways, for example: hearing their child read and supporting with organisation and homework
- Parents are encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers.
- Effective communication is achieved through regular contact with home either through letters, telephone calls or progress review meetings.
- New parents can attend the Open Evening prior to transfer.

4.3 Students

Richard Hale acknowledges the student's role as a partner in his own education.

- Students are actively encouraged to be involved in decision making by attending all reviews and to be involved with negotiating and evaluating their targets.
- Student views are recorded in the review process and their views are valued and listened to.

4.4 External Support

The school aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the student. The main external support agencies used include (this is not an exhaustive list):

- The Educational Psychologist
- The Child and Mental Health Service (CAMHS)
- Connexions Service for Young People
- The School Nurse
- The Attendance Improvement Officer
- Speech and Language Service
- Occupational Therapy
- Physiotherapy
- Rivers ESC Outreach
- Young Concern Trust

4.5 Between Schools

The SENCO liaises with other SENCOs:

- From local secondary schools to discuss local and national SEND issues.
- At LA run 'SENCO-network' meetings.
- On the transfer of a student with SEN/D.
- Through the national DfE hosted 'SENCO-forum' mailing system.

4.6 Transfer Arrangements

- All documentation about special needs included in a student's record is transferred between schools. The SENCO deals with specific enquiries.
- Additional induction days are arranged as required for all students with SEND and vulnerability factors.
- The records of students who leave at the end of Year 11 are kept and stored in school. Documentation relevant to the last review is forwarded to Post 16 placements.

[End of Policy]