



**Reynalds Cross Vision:**

*To be the best of the best; to be a place where "Every Individual" really does matter, to maximise independent learning and enjoyment in line with school aims; and to be a, positive, happy and fun learning environment with outstanding features.*

# Special Education Needs and Disability Policy

Date adopted: 24<sup>th</sup> September 2019

Signed: Charlotte Vale  
Chair of Governors

**Next Review date: September 2020**

Signed Jane Davenport  
Head Teacher

## Introduction

This policy is constructed in line with the requirements set out in Part 3 of the Pupils and Families Bill (2014) and associated regulations. The policy is fully compliant with the Draft Special Educational Needs and Disability (SEND) Code of Practice: for 0 to 25 years (April 2014).

Reynalds Cross School identifies pupils as having Special Educational Needs and Disability if they meet the definition as set out in the Draft Special Educational Needs and Disability (SEND) Code of Practice (**DfE, July 2014**)

This defines SEND as;

1. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
2. 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 others of the same age, or
  - has a disability which prevents or hinders him or her 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.
3. Many children and young people who have SEND 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’.

The school provides special educational provision for pupils who require:-  
“special educational provision, that is provision different from or additional to that normally available to pupils of the same age.” Page 15

The school provides for pupils whose special educational Needs and Disability broadly fall into the 4 areas of:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs.

### Guiding principles

- At Reynalds Cross school we believe that all of our pupils, regardless of gender, ethnicity, ability, disability or sexuality are entitled to a high quality education that will maximise their life chances.
- All pupils are entitled to an education that enables them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or a personalised programme.

### **Objectives of the school's SEND policy**

- We will ensure that a child or young person with SEND will have their needs met through a rigorous programme of identification, assessment, planning and support. To achieve this we aim to ensure that;
  - The views of the pupil be sought and taken into account as appropriate
  - Working in partnership with our parents have a vital role to play in supporting their pupil's education
  - our pupils with SEND will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum
  - Resources will be managed to ensure all pupils' needs are met
  - Pupil's special educational needs are identified early
  - Provision and progress for our pupils will be monitored and reviewed regularly.
  - The school will work with outside agencies when appropriate
  - Education, Health & Care Plans are reviewed regularly in line with regulations
  - Appropriate training will be provided for those involved in the implementation of the policy.

The school will put appropriate evidence-based interventions in place. These will be provided as part of a Graduated Response, which includes regular review of the progress made and adaptations to the support provided as required.

### **How the policy will contribute to meeting the objectives**

The effectiveness and appropriateness of the policy will be continuously monitored by the Head Teacher/SLT in conjunction with Governing Committees. The use of resources, identification, programme planning, effectiveness and quality of individual planning, pupil progress, pupil participation, parents as partners, statutory reviews, referrals for statutory assessment, the identification of training needs and the use made of support services will be monitored and evaluated regularly.

### **The arrangements that have been made for co-ordinating the provision of education for pupils with SEND at the school.**

The School's SENDCO is the Head Teacher, and she has direct accountability for all pupils education.

### **SEND Funding**

The school's SEND provision is funded largely from the school's overall budget and is allocated largely on the basis of individual need. Support is graduated according to needs, priorities and availability of resources through top up funding.

## **How pupils with special educational needs and Disability are identified and their needs determined and reviewed.**

All teachers are responsible and accountable for the progress and development of all the pupils in their class, even where pupils access support from teaching assistants or specialist staff. Where a pupil is not making adequate progress, class teachers and leadership staff will collaborate on problem-solving, planning support and teaching strategies for individual pupils.

High quality teaching, differentiated for individual pupils, is the first step in our school's response to our pupils.

### **Education Health and Care Plans (EHCP)**

Once a pupil has an EHCP naming Reynolds Cross School, the Head teacher of the school will ensure that those teaching or working with the child or young person are aware of their needs and have arrangements in place to meet them. The school will ensure that teachers monitor and review the pupil's progress during the course of a year. Formal reviews of the EHC plan will take place at least annually. If a pupil's SEND changes, the local authority will be informed and will arrange to hold a review as soon as possible to ensure that provision specified in the EHC plan is appropriate. For further information on EHCPs please see the Local Authority's Local Offer.

### **Access to the National Curriculum.**

At Reynolds Cross School we follow the new National Curriculum statement on Inclusion. We expect our teachers to set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment. Teachers will use appropriate assessment to set targets which are deliberately ambitious. Lessons are planned to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving. Potential areas of difficulty will be identified and addressed at the outset of work.

At Reynolds Cross School we make every effort to make adaptations to curriculum, teaching and the learning environment to meet the needs of individual pupils, and where appropriate as part of the planning for the pupil we provide access to ancillary aids and assistive technology. Functional skills are relevant in all areas of the school curriculum.

### **Preparing for adulthood (transition)**

At Reynolds Cross School we help our pupils with SEND to start planning for their future adult life as early as possible, and by Year 9 at the latest. Our aim is to support our pupils to go on to achieve the best possible outcomes in employment, independent living and participating in society. This could include, for example:

- Including preparation for adulthood in the planning meetings with pupils and parents at an early stage (and particularly from Year 9)
- Ensuring that career advice/future destinations and information provides high aspirations and a wide range of options for pupils with SEND; and

- Helping pupils and parents understand and explore how the support they receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.

We have specific duties to prepare young people with EHC Plans for the transition to adulthood, as set out in Chapter 7 of the Draft SEND Code of Practice. The review of an EHC Plan in Year 9 builds on previous reviews and existing plans. It will allow time for the commissioning of any necessary provision and support to take place. Planning will build on action that has already been agreed with the pupil and will inform decisions about the next stage of education and the longer term outcomes that the young person wants to achieve in their adult life.

**How the governing body will evaluate the success of the education which is provided at the school to pupils with special educational needs and disability.**

The governing body must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014.

As stated in Section 1 the school will continuously monitor and evaluate the working of the SEND policy gathering information on the following aspects;

- Number of pupils with SEND and any changes to the level of support they receive
- The level of support pupils received and the amount of progress they make
- The 'value-added' data of pupil progress
- The success of resources
- The impact of training and new approaches to meeting needs
- The identification of training needs
- The impact and outcomes of the review process
- The development of pupil participation
- Relationships with parents
- The success of involvement of outside agencies
- The success of liaison with other schools.

The school is working towards these and making them relevant for our school.

**Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational Needs and Disability concerning the provision made at the school.**

Any complaints from parents of pupils with special education Needs and Disability concerning the provision made at the school should be made through the school's procedures as set out on the school's website and in the prospectus.

## **Arrangements for Professional Development for all staff, including SEND staff and learning support assistants, in relation to special educational Needs and Disability**

The professional development of all staff involved in meeting the Needs and Disability of pupils with SEND is on-going and continuous. A wide range of training opportunities is provided which includes;

- Skill sharing and the demonstration of teaching techniques and strategies organised within the school
- Professional development sessions and one-off sessions on relevant subjects provided by specialists
- Attendance at courses offered by external providers, accredited and non-accredited, as part of the school's Performance Management process
- Other courses which are relevant to the work being undertaken. This can be generated by staff interest or can be undertaken at the request of the SLT

## **The role played by the parents of pupils with special educational Needs and Disability.**

All parents and carers of pupils at Reynolds Cross School are considered to be our partners. They will be supported so as to be able and empowered to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their pupil's education
- have knowledge of their pupil's entitlement within the SEND framework
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

To make communications effective staff at Reynolds Cross School will:

- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the pupil's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents and be aware of their feelings
- ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- recognise the need for flexibility in the timing and structure of meetings

## **Pupils**

The pupil's views will always be ascertained, where possible, but this may not be through direct discussion with the pupil. In Upper School, pupils will be enabled and encouraged to participate in all decision-making processes in education, including the setting of learning targets and contributing to personal plans, discussions about choices of schools, contributions to the assessment of their needs and termly reviews and transition meetings.

Liaison with regard to the successful transition of Reynolds Cross pupils is undertaken with receiving and sending schools and colleges prior to transfer. Contact is coordinated by the SENDCo.

**Links with child health services, social services and educational welfare services and any voluntary organisations which work on behalf of pupils with special educational Needs and Disability.**

The school is in contact with the following services and organisations.

The local authority for placements and progress of pupils

School Nursing team / community nurses

Solihull CDT nurses

Solihull health Speech Therapy and language team

Solihull health Physiotherapy services

Solihull Educational Psychology team

Solihull children Disability social workers – both Children's and adults services (including Plan4u team )

Safeguarding team

Solihull Occupational Therapy team

SISS – Early years team

Local schools

Solihull Downs association

SOLO – Solihull life opportunities

Jessies fund (musical opportunities)

Solihull College

QCA College

Herewood College

SIAS – School's inspection and advisory service

CAMHS

**This policy will be reviewed and updated annually. The SENDCo will also report annually to the Governing Body concerning the effectiveness of the policy.**