



# **RICKMANSWORTH SCHOOL**

## **Special Educational Needs and Disabilities**

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## OVERVIEW

### Purpose

Rickmansworth School believes that each student has individual and unique needs. However, some students require more support than others in order to achieve. A number of students will have Special Educational Needs and Disability (SEND) at some time in their school career. Whilst some will only need a little extra support, often temporarily, others may require support throughout their time spent at school. Rickmansworth's objective is one of inclusion; that is to help individuals realise their potential academically and socially, enabling them to benefit from the opportunities offered at school. It is, therefore, the School's aim to provide all students with strategies to manage their needs in a supportive environment and to give them meaningful access to the National Curriculum.

In particular, we aim to:

- enable every student to experience success
- raise aspirations of and expectations for all students with SEND
- promote individual confidence and a positive attitude
- ensure that all students receive appropriate educational provision that is relevant and differentiated, and that demonstrates coherence and progression in learning
- give students with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- ensure that children with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- identify, assess, record and regularly review students' progress and needs
- involve parents/carers in planning and supporting at all stages of their children's development
- work collaboratively with parents, other professionals and support services
- ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

### Legislation

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report

It has also been written with reference to the following guidance and documents:

- Equality Act 2010 advice for school DfE Feb 2013
- Statutory Guidance on Supporting pupils at school with medical conditions (2014)
- Safeguarding Policy
- SEND Accessibility Plan
- Teacher Standards 2012
- Teaching and Learning Policy

A reference copy of this document is kept on the shared drive and it will be brought to the attention of all members of staff.

### **Review Process**

This document will be reviewed in accordance with our policy review process on a yearly basis or on the introduction of new or amended relevant legislation.



**Tony Walker**  
**CHAIR OF GOVERNORS**



**Matt Fletcher**  
**HEADTEACHER**

## **Roles and responsibilities of the Governing Body, Headteacher and Staff**

Provision for children with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for students with SEND in his/her class, and to be aware that these needs may be present in different learning situations. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. All staff are responsible for helping to meet a student's special educational needs and for following the school's graduated approach to identify, assess and make provision to meet those needs. (See SEND Code of Practice four part cycle – Assess, Plan, Do, Review.)

The governing body, in cooperation with the Headteacher, has a legal responsibility for determining the policy and provision for students with SEND. It maintains a general overview and has appointed a representative governor, Jenny Dufton.

The Governing Body will:

- Ensure that the necessary provision is made for any student with SEND
- Ensure that appropriate staffing and funding arrangements for students with SEND are put in place

The SEND governor will:

- Help to raise awareness of SEND issues at governing body meetings and updates
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body.
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

The Headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability
- Ensure that students with SEND are given the opportunity to join in school activities alongside other students, as far as is reasonably practical and compatible with their needs and the efficient education of other students

The SENDCo is Mrs Jodie Gillard (senco@rickmansworth.herts.sch.uk)

The SENDCo will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with primary schools and potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. (Additional intervention and support cannot compensate for a lack of good quality teaching.)
- Working with the SENDCo to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

Learning Support Assistants will:

- be aware of this policy and the procedures for identifying, assessing and making provision for students with SEND
- support students and teachers and give feedback or suggest strategies when appropriate

## **Monitoring and evaluation of SEND**

It is Rickmansworth School policy to regularly monitor and evaluate the quality of provision offered to all students. The success of the school's SEND Policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of classroom practice by the SENDCo and Heads of Department
- analysis of student tracking data and test results
- the school improvement plan, which is used for planning and monitoring provision in the school
- feedback from parents and staff, both formal and informal
- parents' evenings
- parent panels

The SEND policy is formally reviewed annually by Governors.

## **Arrangements for complaints**

Should students or parents/carers be unhappy with any aspect of provision, they should discuss the problem with the class teacher or Head of department in the first instance. The matter can also be discussed with the student's Director of Learning or directly with the SENDCo. Refer to the appendix "Rickmansworth School SEND Practice" document for additional information. In the event of making a formal complaint, parents should contact the Headteacher.

## Appendix 1

### RICKMANSWORTH SCHOOL

#### SPECIAL EDUCATIONAL NEEDS PRACTICE

##### 1 Admissions

Although Rickmansworth School is partially selective, it admits students with a wide range of abilities. The Children and Families Act 2014 requires the governing bodies of all maintained schools to admit a student with an Education Health and Care Plan that names their school. There are a small number of students with Education Health and Care Plans, as well as students with a significant level of need, in each year group. Parents of prospective Rickmansworth students are urged to contact the SENDCo, well in advance of possible application to the school, in order to have an informal discussion as to whether, and how best, their child's SEND might be met. Parents should be realistic about the level of support that can be offered in a large mainstream school like Rickmansworth.

(Refer also to Policy for Secondary Transfer, Policy for In-Year Admissions and Policy for Sixth Form Admissions)

##### 2 Identification of students with SEND

The SEND Code of Practice identifies 4 broad areas of need. These are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

Students with SEND are identified in a number of ways. The purpose of identification is to decide what action Rickmansworth School needs to take, not to fit a student into a category.

- **Year 6-7 transition** Rickmansworth SENDCo liaises with the Year 7 Director of Learning who coordinates primary school visits so that she can visit students with significant SEND. Feeder schools' SENDCos are asked to identify students with SEND and note the type of support required. Primary school records, observation in class and any assessment results help to identify those who are in need of support and how best to support them. This additional information is used by the SENDCo to further identify needs as part of a graduated approach.
- **Monitoring:** Teachers are responsible and accountable for the progress and development of the students in their class, even when students access

support from a learning support assistant. If a student is not making adequate progress, the teacher and SENDCo collaborate to assess, plan, do and review (see below).

- **Outside Agency Referral:** Additional information regarding a student's SEND may be received from an external professional. Further investigation is carried out by the SENDCo in communication with the student and parents.

High quality teaching, differentiated for individual students, is the first step in responding to students who have, or may have, SEND. Additional intervention and support cannot compensate for lack of good quality teaching. Rickmansworth School regularly reviews the quality of teaching for all students.

If a student is identified as having a special educational need (SEND), then Rickmansworth School adopts a graduated approach, as detailed in the SEND Code of Practice.

- Assess – subject teacher and SENDco carry out an analysis of need.
- Plan – students/parents are notified and interventions are put in place. All staff are made aware.
- Do – subject teachers are responsible for working with students on a daily basis. Where interventions require one-to-one or group work away from the main subject teacher, they still retain responsibility for the student. They work closely with the SENDCo and LSA.
- Review – the effectiveness and impact of support on progress is reviewed at a specified date. If sufficient progress has been made, a student may be removed from the SEND support list. They are monitored.

For higher levels of need, Rickmansworth School may refer students to external agencies, e.g. education psychology, communication disorders team etc.

A confidential support list of students with SEND is maintained. This information is distributed to all members of staff. It is also available to staff on the school intranet where it is amended throughout the year.

### **3 Staffing**

The Special Educational Needs Co-ordinator (SENDCo) is Mrs. Jodie Gillard. She manages a small team of Learning Support Assistants, currently 2 full time, 2 part time.

This is a dedicated team, experienced in supporting students with a range of learning needs. They are trained to work with students in class, in small groups and 1-1. They also have training to support students with Access Arrangements in external examinations.

#### **4 Liaison with outside agencies**

The SENDCo liaises with a range of professionals and outreach services. They include Speech and Language Therapy Team (SALT), Children and Adolescent Mental Health Service (CAMHS), Low Incidence Team (for hearing/visually impaired), Connexions (Hertfordshire Careers Service), Chessbrook Outreach, specialised counselling, SEND officers and Education Psychology (MAPS).

Rickmansworth School recognises responsibility for those children who are looked after by the local authority and the SENDCo liaises with the relevant member of SLT, to monitor inclusion and individual progress.

#### **5 Supporting students with medical needs**

Rickmansworth School recognises that students with medical conditions should be supported so that they have full access to education, including school trips and physical education. Some students may be disabled and where this is the case, Rickmansworth School will comply with its duties under the Equality Act 2010.

Refer also to policy - Supporting Students with Medical Conditions.

#### **6 Accommodation**

The Learning Support Department has two small rooms. One is the SENDCo's office, which is also used to teach small groups. The other has computer facilities. It is staffed before school and at lunchtime each day.

Access to most of Rickmansworth School is possible for a wheelchair user or a student with mobility difficulties as there are some permanent ramps, lifts and toilets for the disabled. However, there is no lift to access the upper floors of Maths and MFL, Social Sciences, Humanities, the Art block or the Music block. The school timetable is written to ensure all students with mobility issues can access each of their classrooms.

#### **7 Provision**

Provision is a combination of in-class support and small group withdrawal, aiming to meet the needs of individual students. Priority is given to the core subjects (Maths, English and Science) and sometimes language-rich subjects such as History, Geography and Religious Studies. In-class support is strategic, for those students who have an Education Health and Care Plan or those identified as requiring additional support. This support is reviewed regularly throughout the year.

There are sessions before school and during registration time for reading, reading comprehension, handwriting, maths and spelling.

The Learning Support Department offers a variety of provision which is tailored as far as possible to meet individual needs.

This may include:

- in-class support
- emotional and social support
- guidance with class work and home learning
- reduced timetable arrangements
- paired reading/spelling scheme
- after school learning opportunities
- 'catch up' schemes
- access to assistive technology
- appropriate arrangements for SEND students who require access arrangements for internal tests and examinations and those set formally by the JCQ

Support for internal and external examinations is considered on a regular basis through discussion with support staff, teachers and parents. A small number of students in years 10-13 will have Access Arrangements for external examinations. Mrs. Shallcross is qualified to carry out assessments for Access Arrangements. Any support offered is in accordance with regulations set out by the Joint Council for Qualifications.

## **8 Staff development**

All teachers and support staff undertake induction when they take up their post. This includes a meeting with the SENDCo to explain Rickmansworth School's SEND provision and to discuss the needs of individual students. In order to maintain and develop the quality of teaching and provision, all staff are expected to undertake training.

LSAs are encouraged to accept responsibility for some of the organisation and delivery of SEND support. The team meets informally on a daily basis and formally once a month to update and review support. Support staff must be responsive to short-term changes in need.

## **9 Links**

Parents of students who have SEND are encouraged to keep in regular contact either by telephone or by email.

Further information is available in the SEND Information Report on the school website. Information about Hertfordshire LEA Local Offer is available at:

<https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx>