



SEND Policy

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1. Our Vision

Our vision is to ensure all of our students believe that they can achieve any goal by working hard and having the highest expectations of themselves in everything they do. We will support our students by meeting their educational needs and encouraging them to participate in all aspects of school life.

At Rugby Free Secondary School, we have a positive ethos that promotes inclusion of all students in order that they can achieve their full potential. We are committed to ensuring all students have a broad and balanced curriculum and that all staff aim to deliver Quality First teaching that is differentiated and personalised, ensuring their lessons respond to the strengths and needs of all students.

To achieve our vision we will:

- Create a positive learning environment alongside providing high-quality provision that meets the special educational needs of each child.
- Ensure that the special educational needs of children are identified, assessed and the interventions and additional support needed are provided for those individuals.,
- Identify individuals who need additional support. Focus on maintaining an inclusive practice and removing barriers to learning
- Enable all students.

2. Legislation and Guidance

This policy and information report complies with 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 students with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which sets out schools' responsibilities for Education, Health and Care (EHC) plans, SEND co-ordinators (SENDCO) and the SEND information report.



3. Definitions

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

3.1 Disability

Some 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 provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a Page 5 of 15 disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

3.2 The Equality Act 2010

The Equality Act 2010 brought together and replaced the previous antidiscrimination laws, such as the Disability Discrimination, Race Relations, and Equal Pay Acts with a single Act. The majority of the Act came into force on 1 October 2010.

3.3 What the Equality Act means to our school

- As a school we must not discriminate against a student



- In the way we provide education for the student
- In the way we allow the student access to a benefit, facility or service
- By not providing education for that student
- By subjecting the student to any other detriment

As a school we must not directly or indirectly discriminate against, harass and victimise disabled children and young people. Our school's duty to our students goes beyond just the formal education we provide and covers all school activities such as extra-curricular and leisure activities, after-school and homework clubs, sports activities and school trips, as well as school facilities such as libraries and IT facilities. A school has a duty to make reasonable adjustments for disabled people. The Equality Act extends the duty to make reasonable adjustments to cover the provision by a school of auxiliary aids and services. The Act specifically identifies provision of information in an accessible format as a reasonable adjustment. The duty to make reasonable adjustments sits alongside the duties of a school and of local authorities. In some cases, the support a disabled student may receive under the SEND framework may mean that they do not suffer a substantial disadvantage and so there is no need for additional reasonable adjustments to be made for them. In other cases, disabled students may require reasonable adjustments in addition to the special educational provision they are receiving. There are also disabled students who do not have special educational needs, but still require reasonable adjustments to be made for them. (Please see the school Equality Policy and Accessibility Plan)

4. Roles and Responsibilities

4.1 The SENDCo

The school SENDCo is Mrs Suzi Miles

suzi.miles@rugbyfreesecondary.co.uk

They will:

- Ensure that the SEND Code of Practice is adhered to.
- Work with the Headteacher and SEND Sustainable Improvement Board (SIB) Member 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 co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and quality first teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Be the point of contact for external agencies, especially the Local Authority and its support services.
- Liaise with potential future educational providers to ensure students and their parents are informed about options and a smooth transition is made between providers.
- Liaise with Primary Schools and their SENDCO to ensure students and their parents have a smooth transition to RFSS.
- Work with the Headteacher and Governing Board to ensure that school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the schools keeps the records of all students with SEND up to date.

4.2 The SEND SIB Member

The SEND SIB Member, Rebecca Butters, rebecca.butters@rugbyfreeprimary.co.uk will:

- Ensure the necessary provision is made for a student with SEND.
- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality of effectiveness of SEND and disability provision within the school and update the governing board on this regularly.

4.3 The Headteacher

The Headteacher, Samirah Roberts, is responsible for the management of all aspects of school work, including provision for students with SEND. She will:



- Work with the SENDCo and the SEN 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 SEN and/or a disability
- Keep the governing body informed regarding SEND issues
- Work closely with the SENDCo
- Deploy all SEND personnel within the school
- Monitor and report to Governors in regards to the implementation of the school's SEND policy and effects of Inclusion Policies on the school as a whole

4.4 Subject Teachers/Form Tutors

All teaching staff are responsible for:

- The progress and development of every student in their class.
- Providing Quality First teaching for all students
- Using the Pupil-Centred Profile (PCP) provided by SENDCo and support staff in differentiating appropriately and implementing the reasonable adjustments for SEND students in 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.
- Providing the specialist support staff and Teaching Assistants with key vocabulary and concepts in order to support SEND students with reviewing learning and pre-teaching.
- Working with the SENDCo to review each student's progress and development and decide on any changes to provision.
- Knowing and understanding their responsibility within the SEND Code of Practice
- Ensuring they follow this SEND policy

4.5 Learning Support Assistants

Learning Support Assistants support students with SEND to gain access to the curriculum and support teachers in meeting the learning needs of students. Learning Support Assistants are allocated to support groups where there are students with an 'Education,



Health and Care Plan' or other students that are identified by the SEND register or through the schools referral and monitoring process. Rugby Free Secondary School ensures that the support allocated to students with an 'Educational Health Care Plan' meets the levels of support required as stipulated in their provision. Support can be allocated to any subject area but focuses initially on the core subjects of English, Maths and Science.

4.6 Learning Support Assistants' Key Responsibilities

- To work with students with SEND to enhance specific skills as directed by the SENCOs
- To support students with SEND in the classroom as directed by the class teacher
- To monitor, review and keep records of SEND students
- To liaise with the SENCOs about students on the SEND register
- To provide information about SEND students that may contribute to the review of Pupil Centred Plans and Annual Review of 'Educational Health Care Plans'
- To lead assessment or intervention groups as identified through the schools pastoral team.

5. Training

We have a comprehensive Continuing Professional Development programme throughout the year where staff can opt into different CPD sessions to share good practice ideas. All new staff and Newly Qualified Teachers (NQTs) follow a comprehensive induction programme where SEND provision and structures are discussed. The SENCO or Assistant SENCO always attend the Local Authority SENCO network meetings in order to keep up to date with local and national updates in SEND.

6. Specialised Provision

Students at RFSS have access to the whole curriculum and, where possible, are educated alongside their peers. The majority of support is provided on an in-class basis. Withdrawal from classes takes place where there is a need for one-to-one or small group intervention. The school provides reasonable access to all facilities for disabled students, including wheelchair access to many areas. Where the access is limited, alternative provisions are made so that a disabled student can access the whole curriculum available. is committed



to extending these facilities, in line with the requirement to meet the needs of our students with disabilities.

7. Arrangements for Providing Access to the Curriculum for Students with SEND

All students have the entitlement to a broad, balanced and relevant curriculum. We support access to the curriculum through differentiation, Pupil Centred Plans and allocation of extra support to an individual or group of students according to need and availability of resources. We aim to develop effective intervention and support by using the assessment processes to identify any learning difficulties. We ensure ongoing observation, monitoring and review of students' achievements and experiences form the basis for planning the next steps in students' learning.

We aim to be an inclusive school by:

- Using the SEND review procedures to identify any barriers in the way of the student and plan appropriate and reasonable action
- Ensuring that all students have appropriate learning targets which are challenging
- Valuing the diversity of our students of which SEND are a natural part
- Looking for opportunities within the curriculum to raise SEND issues
- Seeking to make provision for SEND within routine class arrangements wherever possible
- Seeking opportunities for students with SEND to work with other students

8. EDUCATION, HEALTH AND CARE PLAN (EHC Plan)

The school will request a statutory assessment from the Local Authority (LA) when, despite an individualised programme of sustained intervention within SEND, the child remains a significant cause for concern, has been identified as having complex needs and is working at least a Key Stage behind their peers. An EHC Plan may also be requested by a parent or outside agency. An EHC Plan will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for Statutory Assessment does not inevitably lead to an EHC Plan.



9. Supporting students at school with medical conditions

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Students without an EHC who have a significant medical condition will have a Health Care Plan.

10. Safeguarding

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. The school's child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children.

These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers. Special consideration will be made to ensure that any change in behaviour will be considered as a form of communication and will be investigated; positive relationships will be encouraged at all times and children will be given the opportunity to express their feelings; and communication aids will be used where necessary to overcome barriers.



Rugby Free

Secondary School