

Reflective School Support

S.E.N.D Policy

1. Aims and Context

The SEN policy and information report aims to:

- Set out how support and provision will be made for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

The majority of pupils who will be supported by Reflective School Support tutors will have some level of SEND and this will be addressed by an entirely individualised programme of study with an emphasis on English and Maths and P.S.H.E.

2. Legislation and guidance

This policy and information report 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 SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN 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.

4. Roles and responsibilities

The SENCOs will be Alison Johnson (mainly Primary) and Julia Hayburn (mainly Secondary) but liaison will be with other SENCOs in schools or under the direction of the L.A. SEND team as appropriate.

The SENCOs and Reflective School Support Directors will:

- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Be the point of contact for external agencies, especially the local authority and its support services where SEND information is required
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Ensure that all employees of Reflective School Support meet their responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure Reflective School Support staff keep the records of all pupils with SEN up to date

5. SEN information report

Reflective School Support will provide additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Tutors will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will follow the advice of commissioners.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to the commissioner.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

This will draw on:

- The tutor's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Tutors are responsible and accountable for the progress and development of individual pupils.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

All pupils will be taught according to an agreed individual learning plan which will be agreed with commissioners and regularly reviewed. This learning plan will include curriculum details, assessment and teaching guidance.

Reflective School Support Tutors will work with the following agencies to provide support for pupils with SEN:

- Educational Psychology
- Learning and Behaviour Support Services
- CAMHS
- IAG services

Reflective School Support will ensure that tutors receive appropriate training and share expertise to support each other.

Reflective School Support will evaluate the effectiveness of provision for pupils with SEN as a matter of course by:

- Regularly reviewing pupils' individual progress towards their goals

Complaints about SEN provision

Any parental concerns re SEND provision should be raised through regular reviews or as soon as possible through meetings with the commissioner. The details of links with the commissioner will be found on the Individual Pupil Learning plan.

6. Monitoring arrangements

This policy and information report will be reviewed by Deborah Barnes **every year**. It will also be updated if any changes to the information are made during the year.

7. Links with other policies and documents

This policy links to our policies on:

- Behaviour and bullying
- Health and Safety



D. Barnes

7.7.20

Reviewed 19.7.23