

# SEND Policy

Reepham High School and College

Responsibility of: SENDCo

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This policy is designed to set out Reepham High School & College's aims and objectives.

## **PART 1: Introduction**

### **1.1 Philosophy**

*All members of staff, in conjunction with the authorities, (Governing Body and LA) have a responsibility to ensure that every learner has an equal opportunity to attain their maximum potential in all aspects of the curriculum. Learners 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.*

Learners 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.

Learners 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.

Special Educational Provision may be triggered when learners fail to achieve adequate progress, despite having had access to a differentiated programme. Parents\* and staff will be informed that the child has special educational needs and appropriate provision identified to meet the learner's individual need(s) will be made.

- Throughout this policy, "parents" should be taken to include all those with parental responsibility, including corporate parents and carers.
- Throughout this policy, "SENDCo" should be taken to include SENDCo and Deputy SENDCo

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

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy.
- Presenting persistent emotional and/or behavioural difficulties, which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

### **1.3 Curriculum Support [Provision] is achieved by:**

1. Identifying and assessing individual learner's needs.
2. Reporting of learners' needs to all members of school staff.
3. Providing an appropriate curriculum, taking into account;
  - National Curriculum and examination syllabuses
  - Continuity and progression
  - Departmental development plans.
4. Delivering an appropriate curriculum, taking into account;
  - Suitable teaching materials
  - Effective adaptive teaching strategies
  - A supportive learning environment
  - Encouraging a positive self-image.
5. Providing learning support through;
  - Curriculum development
  - Support teaching
  - Bespoke training
  - INSET.
6. Using outside agencies where necessary and appropriate.
7. Monitoring individual progress and making revisions where necessary.

8. Ensuring that parents / carers understand the process and involving them in the support of their child's learning.
9. Encouraging learners with SEND to actively participate in all decision-making processes and contributing to the assessment of their needs, meetings and transition process.
10. Making regular reports to governors regarding SEND issues to raise awareness and to aid implementation of processes and procedures.
11. Ensuring Teaching Assistants and teachers collaborate effectively.

## **PART 2: Structural Arrangements**

### **2.1 SEND Coordinator:**

**Henry Gray**

### **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 agreeing the school's general policy and agreeing the approach to meet the needs of learners with SEND.
- Ensuring, through the appraisal process, that the Headteacher sets objectives and priorities in the school development plan, which includes provision for SEND.
- 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 SEND.
- Line-managing day-to-day provision for learners with SEND, including setting a budget for supporting learners within the school's overall financial resources.
- Keeping the Governing body up-to-date on achievement of agreed objectives.

#### **SEN Coordinator:**

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

- Managing and developing the roles of Teaching Assistants, through training and PM.
- Screening and identifying learners.
- Co-ordinating provision for learners.
- Supporting the teaching and learning of learners with SEND.
- Keeping accurate records of all learners with SEND.
- Drawing up, reviewing and monitoring Learning Plans for those with SEND 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 the whole-school SEND resources and sharing with the Headteacher and Finance Manager responsibility for the allocation of funding devolved directly from the LA.

- Liaising with parents and carers of learners with SEND.
- Liaising with and advising fellow teachers and support staff.
- Liaising with schools including feeder primaries and specialist settings.
- Liaising with other SENDCos, 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.
- Liaising with Early Years Settings/Providers

### **Subject Leaders:**

- Departmental Practice to include the writing of EHC plans according to the school's SEND Policy.
- Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of work.
- Ensuring appropriate teaching resources for learners with SEND are purchased from college capitation.
- Raising awareness, of schools responsibilities towards SEND

## **Other Staff:**

### **“All teachers are teachers of special needs”**

- Devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the Learning Support.
- 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 learners in their classes.
- Ensuring Learning Plans are considered in lessons.
- Monitoring progress of learners with SEND against agreed targets and objectives.
- Be fully aware of the school's procedures for SEND.
- Raising individual concerns to SENDCo.

## **Teaching Assistants**

- Support learners with SEND and the wider school population.

Plan and deliver individualised programmes where appropriate.

- Monitor progress against targets using Learning Plans.
- Assist with drawing up Learning Plans for learners as required.
- Contribute to the review process, 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 learners on Educational Visits, as required.
- Jointly plan with teachers, where appropriate.

## **Other**

- Communicate SEND issues to and from the School.
- Raise awareness of SEND issues at Departmental / School meetings.
- Keep departmental documentation up to date.
- Attend meetings as required.



## **2.3 Admission Arrangements**

Admission arrangements are outlined in the school prospectus.

## **2.4 Inclusion**

At Reepham High School & College, all learners 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. Learners 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 learners 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 SENDCo, 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 learners and parents or carers, particularly at meetings.
- Recorded views by teachers on learners' competence, confidence and social acceptability.

- Measurable or observable gains from learners, 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 SEND.
- The SENDCo reviewing procedures in consultation with subject leaders, and outside agencies.
- Feedback from depts, outside agencies
- Number of complaints received.

In association with the Headteacher, the dept 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 SEND area.

#### **New Intake Learners in Year 7**

##### **a) Primary Liaison**

Feeder primary schools are visited / contacted during the year prior to transfer. Any learner identified as receiving SEN Support or has an EHC plan is referred to the SENDCo. Contact is then made with the primary school.

The LA notifies school about learners who are transferring with EHC plans in the Autumn of their year 6. Where practical, the SENDCo attends their Annual Review to ensure a smooth transition is made. At this meeting, the SENDCo becomes the Lead Professional for the child with an EHC plan. Additional transition meetings take place in year 5 and Yr 6, when notified. Relevant information is disseminated to teaching staff before transfer.

##### **b) Initial Screening**

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

#### **Screening in Other Year Groups**

Other screening tests are administered when required.

#### **Individual Diagnostic Assessments**

Individual diagnostic assessments are used for learners who are placed on the Summary Sheet List. A battery of tests is available, including Reading Age and Spelling Age Tests. This information is made available to members of staff through Provision Map, a recommended and well-thought of piece of software.

## Staff Observation

- Members of staff consult with the SENDCo if they notice learners who may need specialist help during the school year. Evidence for that concern must be produced, prior to any testing and / or additional intervention being undertaken.
- The SENDCo may then ask for additional diagnostic assessment to be undertaken by other professionals.

## Referrals by Parents or Carers

- A learner's parent may express concern. Once information is gathered the process is the same as for staff referrals.
- All parental referrals are acted upon.

## 3.2 Provision

Teaching learners with SEND is a whole school response. 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 learners. The majority of learners at Reepham learn and progress through these differentiated arrangements.

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

### Graduated Response

**Wave 1** – Quality First, adaptive teaching by all teaching staff.

**Wave 2** - Is initiated where learners have failed to make adequate progress as identified by the SENDCo through the assessment arrangements as in 3.1.

Criteria for Wave 2 include:

- low Numeracy / Literacy scores
- Teacher's observations
- Feeder Primary Teachers' comments

- Concerns from staff or parents

Provision from within the school's resources is identified to help meet the learner's needs.

Interventions may include:

- Additional learning programmes such as Literacy and Numeracy.
- Smaller group sessions.
- Appropriate teaching groups / sets.
- Group support on a regular basis.
- Numeracy, Literacy and booster classes, where appropriate.
- Additional staff training.

### **b) Wave 3**

Where learners fail to make adequate progress, despite additional provision at Wave 2, 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 Learning Plan is revised and new strategies are put in place following the involvement of learner and parents. Should the assessments identify that the learner 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.

### **c) Statutory Assessment / Education Health Care Plans**

If a learner fails to make adequate progress and has demonstrated a significant cause for concern, the school and / or a parent / carer may decide to request that the LA undertakes a statutory assessment. This may lead to the learner being provided with an EHC plan.

The SENDCo is responsible, on a daily basis, for providing support and mentoring, allocates learners with an EHC Plan a specified amount of support/provision. The process of target setting, monitoring and reviewing remains the same as at Wave 2 and Teaching Assistants are fully involved.

### **3.3 Learning Plans and Reviews**

The strategies that will be employed at Wave 2, Wave 3 and for learners with EHC plans are recorded in Learning Plans, reflecting provision that is additional to, or different from, normal differentiated provision. All learners with an EHCP or at SEN Support have a Learning Plan, their progress is closely monitored.

Contents of the Learning Plan include:

- Access Arrangement information
- Teaching strategies to be used
- Additional provision to be put in place
- Data referring to attainment and specific needs.

The Learning Plan is communicated to all staff who support the learner's learning, and to the parents or carers and the learner.

Learning Plans are constantly reviewed and updated, but also form part of the formal review process following consultation with teaching staff and new targets identified. Prior to review, teaching staff;

- Outline the steps they have taken to help learners achieve their targets
- Provide current assessment information
- Provide feedback of what is observed in lessons
- Feedback how well the targets have been achieved
- Advice on future targets

### **3.4 Continuous monitoring of individual progress**

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

### **3.5 Provision of an appropriate curriculum**

Through their departmental development plans, the SEF and in conjunction with EHC plans, provision for learners with SEND is regularly reviewed and revised.

It is the responsibility of individual departments at the school to ensure that the requirements of the National Curriculum are met for those learners with SEND in partnership with the Learning Support Department.

### **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 SENDCo 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 learners with special educational needs may be withdrawn 1:1 or within small group sessions or to use technological support; the withdrawal of learners is kept to an absolute minimum, in accordance with Reepham High School & College's inclusive ethos.

### **c) In-service Training**

- The SENDCo provides INSET for ECTs and other new staff at the school on Code of Practice procedures at Reepham High School & College.
- Individual departments can ask for INSET from the SENDCo 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 learners through its core budget but is additionally funded to support provision for SEND through:

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

### **Capitation:**

- The SENDCo 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 learners with additional needs.



## **PART 4: Partnership**

### **4.1 In school**

- The SENDCo liaises closely with individual members of SLT, Heads of Department and subject teachers. Information and concerns are always discussed with the appropriate member of staff.
- School systems and procedures provide the mechanism through which SEND issues are discussed and disseminated.

### **4.2 Parents/Carers**

Reepham High School & College actively seeks to work with parents/carers and values the contributions they make.

- Parent/carer views are recorded as part of the Annual Review procedures.
- Parents/carers are actively encouraged to help their child in many ways, for example: hearing their child read and learning spellings.
- Parents/carers are encouraged to attend Parents' Evenings where their child's progress is discussed with subject / class teachers.
- Effective communication is achieved through regular contact with home either through email, letters or telephone calls.
- New parents can attend the Open Evening in the Autumn term prior to transfer.

### **4.3 Learners**

Reepham High School & College acknowledges the learner's role as a partner in their own education.

- Learners are actively encouraged to be involved in decision making by attending all Reviews and to be involved with negotiating and evaluating their targets.
- Learner views are recorded as part of 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 learner. The main external support agencies used by Reepham High School & College include *(this is not an exhaustive list)*:

- The Educational Psychologist (CEPP)
- The Child and Mental Health Service (CAMHS)
- Inclusion Team
- Careers Advisor
- Health Professionals
- Ethnic Minority Service
- Speech and Language Service
- Occupational Therapy
- Physiotherapy
- The Parent Partnership

## **4.5 Between Schools**

The SENDCo liaises with other SENDCos:

- From local secondary schools to discuss local and national SEND issues.
- At approved 'SENDCo-network' meetings.
- On the transfer of a learner with SEND.
- Through the national DfE hosted 'SENDCo-forum' mailing system.
- From within the Synergy Trust.

## **4.6 Transfer Arrangements**

All documentation about special needs included in a learner's record is transferred between schools. The SENDCo deals with specific enquiries.

Additional induction days are arranged as required for all learners with SEND and vulnerability factors.

The records of learners 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.

### **Definition of Disability**

The table below provides examples, though not exhaustive, of SEN and Disabilities that may be prevalent at Reepham High School & College

Discrete SEN	Both SEN & Disability	Disability
Mild dyslexia Emotional Behavioural Difficulties – social factors) Mild Dyspraxia Minor speech impairment Mild learning difficulties	Long-term motor impairment Learning difficulties Hearing impairment / deaf Visual impairment / blind Incontinence Significant dyslexia Epilepsy Non-verbal ADHD Autism (other factors – medical / mental health)	Asthma Diabetes Cancer recovery Mental health issues Disfigurement Eating disorders Lack of limbs Sickle cell anaemia Gross obesity Very short stature