



Rawmarsh Community School A Sports College

# SEND POLICY 2023/24

**RAWMARSH COMMUNITY SCHOOL**

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WICKERSLEY  
PARTNERSHIP  
TRUST

## Rawmarsh Community School Special Educational Needs Policy 2023-2024

This policy outlines the framework for Rawmarsh Community School to meet its obligation to provide high quality education to all students. This must include all students with special educational needs and disabilities (SEND), and do everything it can to meet the needs of students with SEND.

Our intent for all students with SEND is to:

- Eliminate discrimination
- Remove barriers to learning
- Promote equal opportunities
- Enrich the experiences of students with SEND
- Foster good relationships between all students

Rawmarsh Community School will work with external agencies to ensure the following principles underpin this policy:

1. Involving children, parents and carers in decision-making
2. Identification of children's needs
3. Collaborative approach for children with SEND between education, health and social services
4. High-quality provision that meets the needs of all children with SEND
5. Choice and control for children and parents regarding their support and provision
6. Successful preparation for the next stage of education, employment and life

This policy was created in collaboration between the SENDCo and, in liaison, with the SLT, all staff and parents of students with SEND.

Our **mission statement** states:

"We want to send every young person into the world able and qualified to play their full part in it".

This policy has been written with reference to the following guidance and documents:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986

This policy also has due regard to statutory and non-statutory guidance, including:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2016) 'Keeping children safe in education'
- DfE (2015) 'Working together to safeguard children'

- DfE (2014) 'School admissions code'

## 1. Introduction

### **Wickersley Partnership Trust ethos for working with students with SEND**

We believe that every teacher is a teacher of every child, including those with special educational needs and disabilities, and that the role of Curriculum Support is to work inside and outside the classroom to support students to ensure they reach their potential and are fully included in all activities.

The staff responsible for students with SEND are:

- Hayley Mayfield - SENDCO
- Rachael Egginton - Non-Teaching SENDCO
- Chris Wainwright - inclusion manager

## 2. Aim

2.1 The aim of the SEND provision provided at Rawmarsh Community School is to ensure that we raise the aspirations of and expectations for all students with SEND.

2.2 Our approach to working with students with SEND is to support the quality first teaching provided in the classroom with focused intervention for our students with SEND to ensure they achieve the best possible outcomes throughout their time at our school.

## 3. Objective

- To identify and provide for students who have special educational needs and disabilities and those students that at some point during their school life may have additional needs.
- To work within the guidance provided in the SEND Code of Practice (2015).
- To operate a 'whole student, whole school' approach to the management and provision of support for special educational needs and disabilities.
- To provide a Special Educational Needs Co-ordinator (SENDCo) whose work will be guided by the SEND need within the school.
- To provide support and advice for all staff working with students with special educational needs and disabilities.

## 4. Identifying Special Educational Needs (SEND)

4.1 At Rawmarsh Community School we have a strong approach to identifying and responding to SEND. There are clear benefits to early identification to ensure that effective provision improves long-term outcomes for students. SEND identification places students who have needs in the following broad areas identified by the statutory Code of Practice. This allows us to plan what action we need to take to support their achievement:

- Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to or they cannot understand what is being said to them, or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

- Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), specific learning difficulties (SpLD), where one or more specific aspects of learning are affected including dyslexia, dyscalculia and dyspraxia and severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication. This is also through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties, as well as a physical disability or sensory impairment.

- Social, Emotional and Mental Health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other students.

- Sensory and/or Physical needs.

Impairments which prevent or hinder people from making use of the educational facilities generally provided, such as vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment, diabetes, epilepsy and cancer, are included under the definition of disability, but children with such conditions do not necessarily have SEN.

These conditions can be age-related and can fluctuate over time.

A student with a disability is covered by the definition of SEND if they require special educational provision.

4.2 When considering the whole child it is important that we consider other aspects that impact on progress and attainment. Before identifying any student as having SEND we look at many aspects, which include:

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Fulfilling the criteria for designation as a 'Pupil Premium' student
- Being a Looked After Child (LAC)
- Being a child of a serviceman/woman.

## **5. A Graduated Response to SEND Support**

5.1 If a child is identified as working significantly below their expected level of progress, we will take appropriate measures to address this.

5.2 The first response is high quality teaching targeted at areas of weakness. Where progress continues to be slower than expected, the class or subject teacher, working with the SENDCo, will assess whether the child has a special educational need. We may then provide extra teaching or rigorous interventions designed to secure better progress as appropriate. At the point where a student is receiving an intervention or additional SEND support, he/she will be placed on the schools SEND monitoring register. A student's response to such support can help to better identify their particular needs.

5.3 At all stages of our work with students, the teacher is responsible and accountable for the progress and development of the students in their class. This includes where students access support from teaching assistants or specialist staff.

5.4 Additional intervention cannot compensate for a lack of good quality teaching and we believe that the key characteristics of quality first teaching can be summarised as:

- Highly focused lesson design with clear outcomes.
- High levels of students' involvement and engagement with their learning.
- High levels of interaction for all students.
- Appropriate use of teacher questioning, modelling and explaining.
- An emphasis on learning through dialogue, with regular opportunities for students to talk both individually and in groups.
- An expectation that students will accept responsibility for their own learning and work independently.
- Regular use of encouragement and authentic praise to engage and motivate students.

5.5 We monitor the quality of the provision received by all students (including those with SEND) through quality assurance procedures after each assessment of progress. Assessment formally occurs at least twice a year. This rigorous process enables us to identify areas where the provision requires adaptation to ensure the best academic outcomes.

5.6 If a student participates in an intervention programme, the impact is measured (where possible) by testing the skill on entry and exit. The impact of some interventions is not quantifiable, although we always evaluate how the students feel the intervention has enabled them to make progress. This follows the 'assess, plan, do, review' framework outlined in the new statutory Code of Practice.

5.7 When considering whether a student should be placed on the SEND register, teachers and the SENDCo consider all of the information gathered from within school about a student's progress. We view this in light of national data and expectations of student progress. During this process, the Learning Support and Inclusion Team will use accurate formative assessment and early assessment materials as a guide in the decision making process. When a student is displaying a higher level of need, the school draws on specialised assessments from external agencies and professionals, eg, CAMHS (Child and Adolescent Mental Health Services), Educational Psychologist, Hearing Impaired Service, Visually Impaired Service and Speech and Language Therapy services.

5.8 A student is placed on the SEND register following work by staff in school that involves the work with the student being planned within the following cycle:

- Assess - the student's learning problems are investigated; observations and standardised tests may take place.
- Plan - support or intervention is planned.
- Do - the support or intervention is carried out with the student.
- Review - the support or intervention is evaluated and it is decided whether to continue on the 'assess, plan, do, review' cycle or whether at this point quality first teaching would be sufficient to meet the student's needs.

5.9 Students and parents are fully involved in the process of identification of a student with SEND.

Parents/carers of students with an Education, Health and Care Plan or who are experiencing major difficulties within the school are invited into the school on when targets are set and progress towards them is discussed. This meeting is with key staff involved in the support of the young person, either the SENDCo, the lead worker who works closely with a student, or a key member of the pastoral staff.

All parents/carers of students identified with an additional need are invited into the school to meet with the SENDCo or Non-Teaching SENDCo (by arrangement and on parents' request) on at least 2 occasions. Parents can request our presence at any meeting that they are invited to and, if appropriate, we will attend or send a report in lieu of attendance.

## **6. Managing Students' Needs on the SEND Register**

6.1 The needs of students on the SEND register are supported by the Curriculum Support and our inclusion team. This team draws together expertise from staff with different backgrounds to ensure that the support provided for students is holistic, well planned and best meets their needs in the classroom. Working closely with pastoral teams we hope that support will be effective and ultimately raise the academic progress of all students who require it, including those with an identified special educational need.

6.2 Most students with SEND are monitored by the Curriculum Support and Inclusion team through our normal systems. The team looks at a range of data for all students and work closely with departments to identify those students who require extra support. Those students who have been identified by class staff, on entry from primary school or by an outside agency as having additional needs that fall under the SEND criteria are recorded on our data management system as having an 'identified need'.

6.3 Some students with SEND are identified as requiring additional support outside of the classroom to support them in making expected progress. This may be additional academic support, emotional support, or support with their social presentation. These students will be allocated a key worker, a named person to support them in all areas. They will also have a support plan. This is a person centred plan that highlights to staff how the student can be best supported and has targets that a student should meet to enable better progress in school. The key worker supports them in meeting these targets which should be planned and reviewed at least 3 times a year. All work is overseen by the SENDCo or Inclusion Manager.

6.4 A small number of students with SEND are receiving intensive support in the school or have an Education, Health and Care Plan. They may also be working with an outside agency, e.g. CAMHS. These students have a key worker and a support plan and will be receiving a large amount of support from the SEND and Inclusion teams. The key worker supports them in meeting the targets set which should be planned and reviewed at least 3 times a year; targets set should link to the targets set in the EHC (if applicable). These students are recorded on our data management system as 'K - receiving SEN support' or as 'E - Education, Health and Care Plan'.

6.5 In all cases the key worker is responsible for maintaining support plans and for liaising and meeting with parents. They are supported, where appropriate, in this work by pastoral and departmental staff and the SENDCo. Departmental staff are responsible for evidencing progress towards the outcomes through the school assessment point cycle.

6.6 The placement of students in this system is overseen by the SENDCo and is reviewed termly. Students can be added outside a termly review cycle if this is appropriate.

6.7 The level of provision for students with SEND is outlined in the schools local offer <https://www.rotherhamsendlocaloffer.org.uk/>

6.8 It is also outlined below, in tiers of support. An example of the provision provided is below. Provision should not be tried from the next tier up until all appropriate support from the tier below is attempted and proved to be ineffective in enabling students to access quality first teaching:

Mrs H Mayfield –February 2024

## **Whole School Responsibilities**

- Access to a broad, balanced curriculum
- High quality facilities
- Access to staff expertise across Rawmarsh Community School and the MAT
- SEND support/advice
- Access to support from the pastoral system (as appropriate)
- Differentiated curriculum planning, work and delivery
- Increased visual aids, visual timetables
- Student subject tracking – assessment points
- Parental reviews
- Looked After Child reviews and PEP reviews
- Family support worker access
- After-school clubs
- Children's Services input
- Access to the school nurse and wider health professional support
- Educational Welfare Support

## **SEND Support Wave 2**

- Wave 2 intervention e.g .Read, Write Inc, Rapid Plus
- In-class support
- Referral into the Learning Support System (Inclusion)
- Engagement and intervention interventions
- Social interaction and communication interventions
- Social emotional mental health interventions
- Small group working
- Targeted differentiation
- Home/school programmes in partnership with parents/carers
- Referral to WMIM
- SEND monitoring with follow up from an teaching assistant
- Targeted sessions with a family support worker in school

## **SEND Support Wave 3**

- 1:1 working
- Signposting and delivery of Targeted Wave 3/4 intervention
- Appropriate bespoke provision
- Well being and emotional support advice including attachment issues
- VI advice (visual)HI advice (hearing)
- Physical disabilities advice – OT, Physiotherapy
- Speech and Language advice
- CAMHS support
- Health Services support
- ACT support
- Educational Psychologist support
- Multi-agency advice/input

6.9 If it is felt that a student's needs cannot be met through our own provision, we will discuss this with the parents and student before requesting appropriate support and advice from outside agencies. Support is also sought from the school's commissioned educational psychologist who identifies strategies to help us meet a student's needs.

6.10 Additional support of this type is engaged by the school in these instances following internal 'Team Around The Child' discussions, and all applications are made with the agreement of the SENDCo.

6.11 An Early Help Assessment may be used to draw together all information from outside agencies before making a referral to the local authority and making a request for a statutory assessment for an Education, Health and Care Plan.

Additional funding through the LA high needs block is also granted in this way, or through the annual review process for a student already granted an Education, Health and Care Plan.

### **Flow Chart for Requesting an Education, Health Care Plan**

Parents or school request a statutory assessment

Decision taken by SEND panel at the local authority on whether to proceed

Information sought from all members of the team around the child eg, school, CAMHS

Decision taken by SEN panel at the local authority on whether a plan will be given

Plan is co-produced, with all members of the team around the child being involved

Plan is finalised - support may be granted from the LA high needs block

Academy implements provision from the plan

The plan is reviewed annually during the Academy's annual review process

## **7. Criteria for Exiting the SEND Register**

7.1 The SEND register is reviewed termly and students exit if:

- Their needs are being met by quality first teaching in the classroom.
- They are working at their expected level of progress.
- When provision provided is reviewed, it is not felt that they require any additional SEN support for their learning.

7.2 We support all students with SEND regardless of their placement on the SEND register by:

- Group in-class support in classes where this is necessary.



- Pastoral support by a Head of Year and/or SPM form tutor.
- After-school clubs to support homework completion, numeracy and literacy.
- Subject specific interventions

## **8. Supporting Students and their Families**

8.1 Support for students in the school is provided by the Curriculum Support and Inclusion team. This is a team of teaching and non-teaching staff who are led by the SENDCo. These staff work with students with additional learning needs in many ways: through in-class support, 1:1 programmes, literacy and numeracy withdrawal and through mentoring and bespoke support programmes for behavioural, emotional and mental health concerns. All support is strategically planned.

8.2 Access arrangements for exams is the responsibility of the SENDCo and Non-Teaching SENDCo. They ensure all students who require exam access are granted this by making an application to JCQ. Responsibility for the provision of exam access arrangements lies with the class teacher for day to day teaching and assessments and the exams officer, with support from the SENDCo, for exams.

The school will not accept privately commissioned reports for access arrangements from parents.

8.3 Support at transition is provided by the Curriculum Support team working alongside the relevant pastoral leaders. We believe that all transitions should be supported and many have elements that are bespoke to the young person and their needs at that particular time. Further information regarding support at various transition points can be found in our SEND information report. For students transitioning to post 16 contact information can be found on our careers section of the school website

8.4 The following information can be used by parents to gain further information regarding SEND provision at Rawmarsh Community School:

1) Local offer information regarding the provision for SEND students at Rawmarsh Community School can be found: [www.rotherhamsendlocaloffer.org](http://www.rotherhamsendlocaloffer.org).

2) A copy of the school's SEND information report and admissions policy can be viewed on the schools website. Admissions to Rawmarsh Community School are through the local authority admissions process.

3) Other agencies that are used by Rawmarsh Community School to support students and their families are outlined below along with their contact details:

- HI (Hearing Impaired) Service - 01709 336430
- VI (Visually Impaired) Service -01709 336415
- Autism Information Team - 01709 336404
- Autism East Midlands - [Christopher.Smith@aem.org.uk](mailto:Christopher.Smith@aem.org.uk)
- Educational Psychologists are commissioned by Rawmarsh Community School to provide Educational Psychology services and statutory provision is provided by Rotherham Local authority and can be contacted via the SENDCo on 01709 710672
- Rotherham's Children's Public Health Nursing Service (0-19) - 01709 423333
- Rotherham SALT service (Speech and Language Therapy) for SLCN (speech, language and communication needs) concerns 01709 423230 or 01709 423229

## **9. Supporting Students at School with Medical Conditions**

9.1 We recognise that students at the 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, we will comply with our duties under the Equality Act 2010.

9.2 Some may also have special educational needs and disabilities (SEND) 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, where this is the case, we will comply with our duties under the SEND Code of Practice (2014).

9.3 Within the school, students are supported by a Lead First Aider who will support them on a daily basis with any medical concerns. She will also ensure that the school follows all care plans and procedures recommended by other professionals. The SENDCo liaises with and works alongside relevant practitioners to ensure that, where a student has medical and SEND needs, these are met in a cohesive manner; for these students a joint health and learning plan may be written.

9.4 A copy of our policy on managing the medical conditions of students can be viewed on the Trust's website.

## **10. Monitoring and Evaluation of SEND**

10.1 We monitor the quality of the whole school provision received by all students (including those with SEND) as part of our Quality Assurance after each assessment of progress. Assessment formally occurs at least twice a year. This rigorous process enables us to identify areas where the provision requires adaptation to ensure the best academic outcomes. Our rigorous evaluation and monitoring of teaching and learning and student progress promote an active process of continual review and improvement of provision for all students.

10.2 If a student participates in an intervention programme, the impact is measured (where possible) by testing the skill on entry and exit. The impact of some interventions is not quantifiable, although we always evaluate how the students feel the intervention has enabled them to make progress.

## **11. Training and Resources**

11.1 The funding for provision of support for the students on the SEND cohort is provided by the school from its notional budget. Any support provided up to an overall cost of £6,000 is funded in this way. A small number of students have provision costing in excess of this amount and, through the local authority high needs block and provision outlined in an Education, Health and Care Plan, exceptional needs funding is granted to top up the school's notional funding.

11.2 All staff have received training in working with students with SEND. This is part of our ongoing training programme.

11.3 Specialist training in which staff have participated includes:-

- Manual handling training
- Safeguarding and Safer Recruitment training
- PlayTherapy training
- Lego Therapy
- Spell Zone and ECHO reading training

11.4 In order to maintain and develop the quality of teaching and learning and ensure classroom provision responds to the strengths and needs of all students, all staff are encouraged to undertake training and development.

11.5 All teachers and support staff undertake induction upon taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place for students with SEND. It also outlines provision and practice that support these learners and outlines the needs of individual learners.

11.6 The SENDCo regularly attends local authority network meetings and is a member of relevant professional bodies to ensure she is up to date with local and national updates in SEND.

## **12. Roles and Responsibilities**

12.1 The following people have a responsibility for students with SEND at Rawmarsh Community School:

- Hayley Mayfield – SENDCo, strategic lead on support for students with SEND, overall responsibility for all students with SEND)
- Rachael Egginton - NON-Teaching SENDCo
- Inclusion Manager - Christopher Wainwright
- Katy Scofield - SENDCo admin
- Curriculum Support Centre –various responsibilities in the school to support students with SEND and line managed by Hayley Mayfield
- Learning Support Area - various responsibilities in the school to support students with SEMH needs and line managed by Christopher Wainwright
- Joanne Spruce - LAC mentor
- Mark Newsome - Designated teacher for Looked After Children

### **13. Storing and Managing Information**

13.1 All information regarding to students with SEND is stored alongside other students in the main school file kept securely in the pastoral areas of the school.

13.2 Information relating to an exam access arrangement is stored in the SEND (exam access office) and is available to be viewed by JCQ inspectors at any time.

13.3 In accordance with data protection requirements, all information pertaining to students with SEND is kept securely. Copies can be provided for the student/parents to whom it is relevant and to the relevant teachers within Rawmarsh Community School. It is not made available to any other party without the permission of the student to whom it refers. It is not used for any other purpose. Handwritten notes and electronic copies relating to students with a special educational need are kept for a period of 7 years from their 18th birthday. This period can be extended at the request of the student/parents if, for example, he or she is continuing to study.

### **14. Accessibility**

14.1 The Disability Discrimination Act places a duty on all schools to increase the accessibility of schools for students with a disability and to implement a planned cycle of improvement in this area.

14.2 Our written disability access plan can be found on the Trust/school's websites.

14.3 Access is promoted for young people with disabilities by fully inclusive lessons and inclusion in appropriate after school activities, leisure and cultural activities and school visits. Inclusion in lessons is increased for students with disabilities by:

- Use of staff within the Curriculum Support Centre to support students' learning
- Use of assistive technology for students with literacy issues, e.g. Read Write Gold, laptops for recording information.
- Specialist equipment, e.g. laptop with magnifier for students with visual impairment.

14.4 Access to the school site is under constant improvement, although it is still a site with challenges for students with physical disabilities or medical conditions that affect mobility. Students with issues of this type are supported by:

- Access to the lifts.
- Use of staff to support students' mobility and ensure they are safe in the school.
- Adaptations to the school site, eg, handrails on all stairways, coloured lines on edges of steps.
- Contrast flooring

14.5 Written information can be made available to all parents, carers and students in an accessible format. If this needs adaptation, it will be provided in a reasonable time frame.

14.6 Rawmarsh Community School is an open access site and all parents and carers can speak to reception staff at any time during the school day. Appointments to see key staff should be made in this way or by telephone contact with the school. An appointment with a requested member of staff will be made in a reasonable time frame.

## **15. Dealing with complaints**

15.1 All general concerns should be through the child's class teacher or form tutor who will work with their Head of Department/Head of Year to ensure any concerns are addressed in a timely fashion.

15.2 If the concern is regarding the provision for a child's SEND then concerns should be raised with the SENCO.

15.3 If parents/carers remain concerned about any aspect of the provision for their child's education, they should seek to speak to a member of the Senior Leadership Team and, if the situation still remains unresolved, consult the school's website for information on how to make a formal complaint.

## **16. Bullying**

16.1 We define bullying as the wilful, conscious desire to insult, hurt, threaten or frighten someone. It can take place anywhere, over a period of time, perpetrated by an individual or by a group. To do this the bully/bullies generally have some power over the victim.

16.2 The focus of bullying can be more or less anything that distinguishes an individual and represents a deviation from the presumed norm. This can be because of a special need. Bullying can take many forms. It can be short or long-term and can take place anywhere, openly or covertly.

16.3 It can take the form of physical, verbal or psychological attacks of a more subtle nature. We are aware that bullying must be tackled on two levels: by focusing on preventative work but also by responding appropriately when incidents do occur.

16.4 We work extremely hard to improve behaviour and encourage children and young people to manage their own behaviour positively. We teach students that, as well as having rights, the choices they make will also bring responsibilities.

16.5 A copy of our anti-bullying policy can be viewed in full on the Trust's website.

16.6 Particular work is done to prevent the bullying of students with SEND by the team in the Curriculum Support Centre. This is outlined below:

- The peers of students with ASC take part in sessions to help them understand the issues for people with ASC.
- Withdrawal lessons are timetabled to prevent students being observed to be in separate lessons than their peers.
- Social skills groups are run for our more vulnerable learners where strategies are modelled to deal with incidents of bullying by others.

## **17. Reviewing this policy**

17.1 The SEND policy is reviewed annually as part of the Trust's regular policy review process. If major changes occur to the way we are working with SEND, the policy may be reviewed outside this review cycle.