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## SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY

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This policy relates to all sections and activities of the School e.g. the Senior School, the Junior School (including EYFS), Wrap Around Care, Offsite Activities and School-run Holiday Activities or Clubs.

### 1 KEY STATEMENT VALUES AND PRINCIPLES

- 1.1** At Red House School we support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every pupil in a supportive and caring environment which caters for every child. We are committed to inclusion within the School curriculum and participation in all aspects of School life, and have high aspirations of all pupils.
- 1.2** Red House School adopts a 'whole school approach' to special educational needs and disability. All staff work to ensure the inclusion of all pupils. The School is committed to all pupils fulfilling their potential and achieving optimal outcomes, and will use its best endeavours to ensure necessary provision is made in line with SEND legislation:
- The Children and Families Act (2014).
  - The SEND Code of Practice (2014).
  - The Equality Act (2010).
- 1.3** Red House School recognises the need to involve parents and children in decision making and understands that children with SEND need integrated services with well co-ordinated support across education, health and social care to help them achieve their agreed outcomes.

### 2 AIMS AND OBJECTIVES

**2.1** These are to:

- Ensure that all pupils with SEND are identified, monitored and supported in the School in order to support progression, good mental health and well-being.
- Adopt the approach of ASSESS, PLAN, DO, REVIEW with class/subject teachers at the heart of the approach, with the support and guidance of the SENCo.
- Provide a caring and supportive environment, which is the responsibility of the whole staff, in which SEND pupils are valued equally and given the opportunity to reach their full potential and enhance their self-esteem.
- Ensure full entitlement and access for SEND pupils to a high quality education within a broad balanced and relevant curriculum.
- Ensure appropriate liaison with Stockton Borough Council or other local authority and outside agencies.
- Involve both parents and pupils, and to strive for close co-operation between all agencies concerned, adopting a multi-disciplinary approach.
- Strive to meet the needs of all pupils who have SEND by offering appropriate forms of educational provision by the most efficient use of all available resources, and adopting a graduated approach to SEND support.
- Provide support for pupils with an Education Health and Care Plan (EHCP).
- Ensure that there are training opportunities for teachers to meet the learning needs of all pupils.
- Provide information about our approach and procedures.

### 3 DEFINITION OF SEND

**3.1** The Code of Practice uses the term 'Special Educational Needs and Disability' in relation to any pupil with a learning difficulty or disability which calls for special educational provision to be made. A child of compulsory school age has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities provided for others of

the same age in mainstream schools.<sup>1</sup>

- 3.2** A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv (above) when they reach compulsory school age or would do so if SEND provision was not made for them.<sup>2</sup>
- 3.3** For children aged two or more special educational provision is educational provision that is additional to or different from that made generally for other children of the same age by mainstream schools, maintained nursery schools or by relevant early years providers. Red House School adopts this same definition.
- 3.4** SEND is concerned with four primary areas:
- Communication and Interaction.
  - Cognition and Learning.
  - Social, Emotional and Mental Health Difficulties.
  - Sensory and/or Physical Development.
- 3.5** A pupil must not be regarded as having a learning difficulty solely because the language of the home is different from the language in which he or she is, or will be taught. Please refer to the English as an Additional Language (EAL) Policy.

## **4 WHOLE SCHOOL RESPONSIBILITY/EVERY CHILD MATTERS**

- 4.1** Provision for pupils with special educational needs is a matter for the School as a whole. All teachers are teachers of pupils with special educational needs. All teachers are committed to high quality teaching.
- 4.2** The School recognises the need for all staff to be aware of the procedures used to identify, assess and provide for pupils with SEND, for all teaching staff to recognise their responsibility in the education of pupils with SEND, and the importance of maintaining high expectations for all children.
- 4.3 Every Child Matters**
- 4.3.1** Red House is mindful of 'Every Child Matters' and it is essential that pupils enjoy and achieve. Staff work hard to remove barriers to learning so that pupils reach their potential and feel positive and happy about all aspects of school life. SEND pupils are encouraged to be involved in School activities so that they are making a positive contribution.
- 4.3.2** SEND matters are managed so that 'Be Healthy' is addressed. Pupils' self-esteem is maintained or increased, in order to ensure that pupils' mental health is not affected detrimentally by any learning difficulties.
- 4.3.3** Pupils are encouraged to aim high at Red House and beyond. SEND should not be a barrier to achievement. We expect that pupils will achieve economic wellbeing and will pursue rewarding careers.

## **5 RESPONSIBLE PERSONS**

- 5.1** The 'responsible person' for SEND is the Head, who will receive information from the Local Authority regarding the SEND of pupils within the School.
- 5.2** The person coordinating the day to day provision of education for pupils with SEND is the SENCo: Mrs Eileen Auty.
- 5.3** Mr Ian Barnbrook-McKay, Junior School SEND Lead, oversees the day to day running of the School's SEND policy in the Junior School; he liaises and meets regularly with the SENCo.
- 5.4** The SENCo works with the Head of the Junior School, meeting with them on a regular basis to discuss SEND matters. All key workers in the EYFS have the responsibility for the teaching of pupils with SEND.
- 5.5** The responsibility of meeting the SEND needs of pupils rests with the Head, SENCo and all teachers. All teaching staff are committed to high quality teaching.

## **6 THE ROLE OF THE SENCO - JOB DESCRIPTION**

- Overseeing the day to day operation of the School's SEND Policy.
- Monitoring and reviewing SEND policy on an annual basis.
- Coordinating provision for pupils with SEND.
- Liaising with and advising colleagues.
- Overseeing the records of pupils with SEND.
- Working with pupils on a 1 to 1 basis or small group support if deemed appropriate.

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<sup>1</sup> Special Educational Needs and Disability Code of Practice (2014) 0-25 Years, paragraph xiv.

<sup>2</sup> Children and Families Act (2014), Section 20.

- Contributing to any written reports, information for children's files.
- Liaising with parents of pupils with SEND.
- Contributing to the Junior School meetings, Senior School briefings and Academic meetings as well as the in-service training of staff.
- Liaising with external agencies.
- Liaising with the Specialist Assessor Mrs S Lees, who is also the School's named assessor for JCQ Access Arrangements.
- Support for GCSE English classes.
- Teaching literacy lessons for those not taking a second Modern Foreign Language (MFL).
- Study support for those not studying MFL.
- Meeting termly with Assistant Head (Academic), Deputy Head (Head of the Senior School), Head of Years (6-8 and 9-11), and Form Teachers to review reports for Years 7-11.
- Meeting weekly with the Assistant Head (Academic) to discuss relevant matters.
- Regular meetings with the Head of the Junior School and the SEND Lead in the Junior School.

## **7 ADMISSION ARRANGEMENTS**

**7.1** It must be recognised that at all times Red House policy must be in line with legal requirements.

**7.2** The law requires that children must not be disadvantaged in seeking entry to Red House as a result of any SEND.

**7.3** Red House School shows due regard to the Equality Act 2010 and is aware of reasonable Adjustment Duties. Further information can be found within our Admissions Policy.

## **7.4 EYFS**

**7.4.1** All children are welcome and are in no way discriminated against. As much information as possible is gathered by talking to parents and by staff observing and recording any relevant details when admission is sought.

**7.4.2** Staff ratios/facilities may affect the School's ability to offer suitable provision for certain children and individual cases are discussed between parents, staff and outside agencies if appropriate.

## **7.5 Years 1 to 11**

**7.5.1** The School tests pupils to ascertain whether they will find difficulty in coping with the curriculum. We aim to provide what is in a pupil's best interests, and therefore would not knowingly accept a child for whom we could not at present adequately provide.

**7.5.2** The School does not advertise that it offers particular educational provision for children with SEND.

**7.5.3** The School will use best endeavours to assess, identify and support as far as possible within the limits of the resources available, and will make reasonable adjustment where appropriate.

**7.5.4** Access Arrangements are in place for pupils with SEND seeking a place at Red House School. Please refer to the School's Examinations Policy.

## **8 SEND RESOURCES**

**8.1** The SENCo manages a budget each year and decides on appropriate and necessary resources.

**8.2** Individual departments may also budget for SEND resources related to specific subjects.

## **9 ACCESS TO THE CURRICULUM**

**9.1** The School recognises that everyone has a right to access the curriculum.

**9.2** Teachers liaise with the SENCo and are responsible for setting pupil targets and ensuring that learning is differentiated.

**9.3** They use a variety of teaching styles and strategies. Staff will ensure that pupils with SEND engage in the activities of the School alongside those who do not have SEND.

## **9.4 EYFS**

**9.4.1** A range of differentiated resources to promote learning, both indoors and outdoors, linked to the areas of the Early Learning Goals are provided:

- Inclusive play activities will be offered inside and outside.
- Physical changes within the setting will be discussed/arranged if necessary.
- Differentiated play equipment/learning activities /resources will be offered if necessary.

## **9.5 Assistive Technology**

**9.5.1** The SEND Code of Practice emphasises the need for pupils to have access to ICT as a means of meeting

their needs.

- 9.5.2** Red House School is expanding the use of assistive technology through the use of ChromeBooks and ICT programmes. The School ensures access to different digital formats for SEND pupils if needed.
- 9.5.3** Red House School is committed to developing the use of assistive technology. Three Exam Reader pens are also now available for pupils to use in place of a reader if appropriate.
- 9.5.4** The SENCo liaises with the Examination Officer and the Specialist Assessor to discuss Access Arrangements in School examinations and GCSEs.
- 9.6 Pupils with statements of SEND/EHCP**
- 9.6.1** At the present time, LEAs are responsible for maintaining the needs of pupils who have already been granted an EHCP. In terms of any pupils with or seeking entry with an EHCP, any decisions as to the pupils' education and particular needs will be realistically discussed with all concerned; decisions will be made with the needs of the pupils remaining paramount.
- 9.6.2** Red House School will provide support for pupils with an EHCP if the School is deemed to be appropriate for the child's needs.
- 9.6.3** If a child is admitted to the School with an EHCP, the Head, the SENCo and all staff will work to manage the EHCP in accordance with the SEND Code of Practice 2014. Pupils will be carefully monitored and reviews held as appropriate. Staff will liaise with outside agencies and will manage any transition to other educational settings.
- 9.6.4** The School has links with Stockton Borough Council and can contact the Early Years and Complex Needs Team at 4<sup>th</sup> Floor, Queensway House, West Precinct, Billingham, TS23 2YQ for advice. Tel: 01642 528 739.
- 9.6.5** The Local Offer for Stockton LEA can be accessed at: [www.stockton.gov.uk](http://www.stockton.gov.uk) special educational needs.

## **10 IDENTIFICATION AND ASSESSMENT OF CHILDREN WITH SEND**

- 10.1** The School's assessment procedures provide data that is used to identify pupils with SEND. Pupils' progress is carefully monitored by teaching staff and regular meetings and moderation provide valuable information; screening undertaken by the SENCo and the Specialist Assessor takes place during Year 4, during the first term in Year 7 and also in Year 9. Further assessments may take place if concerns are expressed about a pupil in Key Stage 4.
- 10.2** We have regard for the SEND Code of Practice 2014 for the identification and assessment of SEND recognising the importance of early identification, and adopt a graduated approach to SEND Support. Progress is regularly reviewed, and assessments and moderation procedures ensure the tracking of progress. Our graduated approach is designed to ensure support is focused on individual need and personal outcome rather than classifications. Class teachers are responsible and accountable for the progress and development of pupils in their class. High quality, personalised differentiated teaching is the first step in responding to pupils who may have SEND.
- 10.3 Year 4 Screening Tests Used**
- |            |  |
|------------|--|
| Potential  | WRAT Expanded – Non Verbal Reasoning.  |
| Attainment | WRAT Expanded Reading Comprehension<br>Single Word Spelling Test<br>Hedderly Sentence Completion   |
| Diagnostic | Symbol Digit Modalities Test<br>TOWRE Word Reading Efficiency<br>TOWRE Phonemic Decoding Efficiency<br>CTOPP Rapid Naming<br>TOMAL -2 Test of memory |

- 10.3.1** A short written report is produced on each child, with also a graph showing results. The SENCo meets with Year 4 teachers to discuss the results. If there is any indication of a specific learning difficulty, parents are informed and a further diagnostic assessment may be sought. Relevant information is made available to Year 5 teachers in an end of term meeting so that access arrangements will be provided and/or pupils specifically monitored.
- 10.3.2** We have regard for the SEND Code of Practice 2014 for the identification and assessment of SEND recognising the importance of early identification, and adopt a graduated approach to SEND Support. Progress is regularly reviewed, and assessments and moderation procedures ensure the tracking of progress.

**10.3.3** Our graduated approach is designed to ensure support is focused on individual need and personal outcome rather than classifications. Class teachers are responsible and accountable for the progress and development of pupils in their class. High quality, personalised differentiated teaching is the first step in responding to pupils who may have SEND.

**10.3.4** During the first term of the academic year, Year 7 pupils are screened to gain important data to inform GCSE Access Arrangements. If screening suggests that there may be a specific learning difficulty/grounds for Access Arrangements, the SENCo will speak with the parents and pupil to discuss ways forward including Access Arrangements. Results of screening are shared with staff at the academic meeting and staff monitor pupils carefully in the light of this information as well as ensuring access arrangements are followed in subject assessments/examinations.

#### **10.4 Year 7 Screening Tests Used**

Potential	WRAT Expanded – Non Verbal Reasoning
Attainment	WRAT Expanded Reading Comprehension Spelling Test (WRAT 4)
Diagnostic	Free Writing (DASH Writing Assessment) Symbol Digit Modalities Test TOWRE Word Reading Efficiency TOWRE Phonemic Decoding Efficiency CTOPP Rapid object naming TOMAL -2 Test of memory

**10.5** Screening updates take place in Year 9 to ensure Access Arrangements for GCSEs are in place. Any pupils joining during Key Stage 3 will receive screening. Year 9 screening (does not test comprehension or Non – Verbal reasoning.)

### **11 GRADUATED RESPONSE TO SEND**

#### **11.1 EYFS**

**11.1.1** Every child who enters EYFS has a baseline assessment carried out within the first six weeks. This highlights any areas of concern.

**11.1.2** Initially some children are classified as a cause for concern, as through observation of classroom behaviour it is apparent they may have some issues with a particular aspect of their development. If a child does raise some concern the EYFS coordinator informs the Head of the Junior School, parents and the SENCo. An Action Plan is put in place and evidence gathered.

**11.1.3** Staff continue to monitor pupil progress for an agreed time differentiating where appropriate. An ASSESS, PLAN, DO, REVIEW approach is adopted. Parents are informed of strategies which may include individual or small group intervention. At the end of this period progress is reviewed. It may be appropriate for a referral to be made to Stockton Borough Council Early Help Department.

**11.1.4** When a concern is expressed by a member of staff, for example when a child is not making expected progress within the Foundation Stage, all known information on a child is collected and any new additional information is sought from parents. ASSESS, PLAN, DO, REVIEW approach is adopted with the EYFS Coordinator ensuring the Head of the Junior School, parents and the SENCo are consulted.

**11.1.5** It may be appropriate for staff to prepare a Support Plan at this stage containing achievable short term SMART targets and/or a play plan. This would be reviewed on a termly basis. SEND support of one to one or a small group situation may be appropriate and/or additional resources. Advice may be sought from the SENCo or the Specialist Teacher. The child's progress will be reviewed on a regular basis with parents – at least every term when reports are also written.

**11.1.6** If a pupil continues to cause concern and is not making appropriate progress, in conjunction with parents, we will explore the need to involve outside professionals, if this is appropriate. Advice may be sought from the Stockton Borough Council, CAMHS or SALT. Pupils will be added to the SEND List if this is appropriate.

#### **11.2 Year 1 to Year 11 Overview**

**11.2.1** On entry, information about any known SEND is asked for by the School and appropriate action taken. A pupil may be added to the SEND register if a child has a diagnosed specific learning difficulty/disability that warrants action that is additional to or different from other pupils.

**11.2.2** The graduated response starts with the class teacher using differentiation strategies to meet individual needs.

**11.2.3** The key test of the need for action is evidence that current rates of progress are inadequate. Staff adopt

an ASSESS, PLAN, DO, REVIEW to SEND support.

**11.2.4** When a pupil is causing concern, differentiation may take place and targets set. The pupil's work is monitored and teaching staff will review progress on a regular basis. The SENCo will be consulted to advise as regards strategies that could prove helpful. Parents are kept fully informed.

**11.2.5** If progress is not being made, time with the SENCo or one to one/small group sessions with the subject teacher may be appropriate. The School's Specialist Assessor may be consulted.

**11.2.6** Pupils are added to the SEND List for SEND Support when this is agreed to be appropriate through discussions with staff, parents, the SENCo.

**11.2.7** If progress is deemed to be appropriate, a pupil will be removed from the SEND List.

**11.2.8** If a specific learning difficulty is suspected, in consultation with parents, an assessment with the Specialist Assessor or an appropriate outside agency may be sought. Full diagnostic assessments are mostly actioned from Year 9, as then the assessment will be able to be used as evidence for Access Arrangements at GCSE.

**11.2.9** Once assessments have taken place, if a specific learning difficulty is diagnosed appropriate differentiation in class will be provided as necessary by subject teachers. Time with the SENCo may be part of this provision as well as extra time in exams and any appropriate Access Arrangements. Literacy/Numeracy lessons in Key Stage 3 will be considered for these pupils.

### **11.3 Junior School Years 1-5 - Graduated Response to SEND Support**

**11.3.1** A teacher expresses concern about a pupil they teach. The SENCo will be informed and, if appropriate, staff provide evidence of class work/assessments for the SENCo to look at. The Head of the Junior School is informed and parents will also be consulted.

**11.3.2** The class teacher will differentiate work and use strategies to help the pupil access the curriculum. One to one sessions may be appropriate during assembly time. (Interventions with the HLTA may be appropriate.)

**11.3.3** The SENCo will look at information provided by staff and may observe pupils in class offering guidance for ways forward. Discussions about strategies will be ongoing and, if appropriate, the SENCo may see the pupil for an informal assessment. The Head of Junior School will always be consulted and parents will be kept fully informed, meeting with staff on a regular basis.

**11.3.4** If a pupil's progress continues to cause concern after differentiation and SEND support then the SENCo, the class teacher and the Head of the Junior School will meet to discuss the possibility of an assessment with the School's Specialist Assessor if appropriate, or an assessment with other outside agencies. A meeting with parents, the SENCo and the class teacher will explore the idea of an assessment.

**11.3.5** When an assessment from the Specialist Assessor or another outside agency takes place, parents will be asked to send a copy of the report/assessment into School and a meeting will be arranged so that the SENCo and the class teacher can discuss the findings of the report and ways forward.

**11.3.6** The Lexia Literacy program has been purchased and pupils may be added to this intervention so that their Literacy progress can be carefully monitored. Pupils can access the level which is appropriate for their needs and work on areas that have been highlighted as needing support and reinforcement.

**11.3.7** The SEND Register will be updated when necessary and certainly every term.

**11.3.8** Opportunity for discussion of SEND matters will be available at the Junior School and the Senior School Monday staff meetings.

**11.3.9** The Head of Junior School and Head of Early Years will meet with the SENCo on a regular basis to receive updates on SEND matters so that they are fully involved in the process.

### **11.4 Senior School Key Stage 2 Year 6 Graduated response to SEND support**

**11.4.1** When Year 6 pupils transfer to the Senior School site, SEND records are made available to all Year 6 teachers. Junior School teachers and SENCo ensure all relevant information is transferred.

**11.4.2** The SENCo ensures that all teachers are aware of pupils on the SEND Register at the beginning of each term and staff will mark in planners pupils on the SEND Register. Attention is drawn to the pupils on the SEND Register when teaching groups change and on every other occasion when the SENCo is aware that the status quo is different.

**11.4.3** Early identification in the Junior School means that pupils transferring to the Senior School site may already be identified as having a specific learning difficulty. Pupils who have been identified as in need of close monitoring and those who have received SEND support in the Junior School are monitored carefully

by teachers who liaise closely with the SENCo. Screening results at the end of Year 4 provide valuable information for teacher strategies and they may trigger a conversation with parents about possible SEND difficulties leading to further diagnostic assessments.

**11.4.4** Differentiation takes place in the classroom and teaching assistant support may be available.

**11.4.5** Regular Key Stage 2 meetings to review progress and moderate work are held and standardised reading and spelling tests will be carried out to check pupil progress.

**11.4.6** Support sessions with the SENCo may be appropriate to reinforce key skills and/or to help pupils become more proficient with using assistive technology.

**11.4.7** Parents are kept fully informed of all concerns and interventions.

## **11.5 Senior School - Graduated Response SEND Support Years 7-11**

**11.5.1** If concern is noted by subject teachers about a pupil's progress 'in-class intervention' takes place through differentiation and the SENCo is consulted to help set targets and suggest helpful strategies. The SENCo may see pupils for one to one sessions if her timetable and commitments allow this. Parents are informed of the School's concern and what is being done to remedy the situation.

**11.5.2** Progress is discussed at least termly between subject staff and the SENCo and assessments/reports/moderation used to monitor progress. Screening results in Year 7 and Year 9 provide valuable information for teacher strategies and they may trigger a conversation with parents about possible SEND difficulties leading to further diagnostic assessments.

**11.5.3** Literacy and Numeracy are available in Key Stage 3 where pupils are able to receive support in a small group to reinforce key skills. Teaching Assistant support may be available.

**11.5.4** If a pupil is deemed to be struggling to make progress in one or more subjects during Years 7-9, it may be appropriate if they are studying a second modern foreign language, for them to transfer to Literacy/Numeracy in order to access support in these subjects. It may be appropriate for some SEND pupils to discontinue French during Key Stage 3 or as they enter Key Stage 4. They will access support instead of studying a Modern Foreign Language.

**11.5.5** If it is felt that a pupil is struggling to make progress, is having difficulty completing assessment/examinations in the required time or the pupil is well behind the standard expected for the pupil's chronological age, parents may be advised and encouraged to obtain a report from a specialist teacher or educational psychologist to ascertain whether there is a specific learning difficulty. The Specialist Assessor is able to carry out assessments in school or parents may choose to use a private educational psychologist, or go through CAMHS or their LEA.

**11.5.6** If appropriate, an Independent Educational Psychologist can be invited into school to assess a child formally and also to take into account his/her relationship with peers and his/her behaviour in the classroom. The SENCo, if asked, will help parents with any referral, by providing a letter giving a full picture of the child's difficulties at school.

**11.5.7** Further diagnostic testing in school, at no cost to parents, may take place to ascertain if Access Arrangements are needed. If parents do wish to pay for a full diagnostic assessment, they are informed that if such an assessment is carried out from Year 9, this assessment would be valid and useful to have, as a pupil moves on to university.

**11.5.8** When a report has been written on a pupil by a specialist teacher/educational psychologist/outside agency, the findings and implications are discussed with parents.

**11.5.9** The Specialist Assessor is available for consultation sessions with parents and the SENCo is present at these meetings. The SENCo liaises closely with the Specialist Assessor to discuss access arrangements for examinations.

**11.5.10** If the SENCo's timetable allows, pupils may receive extra support. Support may also be offered before school, at lunchtime and after school. The SENCo attends all parents' evenings and is available to talk to parents if there are any concerns.

**11.5.11** Staff are vigilant and report to the SENCo if any pupils have difficulties with school examinations/assessments so that further investigation/testing can take place to ascertain if Access Arrangements are needed.

**11.5.12** Progress of pupils receiving SEND support is regularly reviewed and pupils removed from the SEND Register if progress is adequate and there is no longer cause for concern

## **12 RECORD KEEPING**

- 12.1** Whole School assessment and recording procedures are stringently followed.
- 12.2** Reports and assessments are reviewed by staff in the Junior School to track and discuss progress.
- 12.3** The Assistant Head (Academic), SENCo, Deputy Head (Head of the Senior School), Heads of Year (6-8 and 9-11), and Form Tutors meet every term to review reports (Years 7-11) and track progress. These meetings are minuted and information shared.
- 12.4** The Head, The Assistant Head, SENCo and Head of Pastoral Key stage 4 meet to discuss pupils' progress and results after Year 10 Exams and the Year 11 Mocks. Ways forward and interventions are discussed and parents are informed; parents may come into school for further discussions.
- 12.5** Key Stage 2 writing assessments are moderated each term by the Key Stage 2 Coordinator and the Key Stage 1 Coordinator. Books are scrutinised in the staff meeting on a termly basis by all teachers.
- 12.6** When appropriate, the SENCo ensures transfer of documents for Access Arrangements in transition meetings with other schools/colleges.

## **13 SELF-ESTEEM**

- 13.1** Where a pupil has SEND to any degree, if appropriate, the school tries to find areas where the pupil might achieve to maintain self-esteem.
- 13.2** There is a wide programme of co-curricular activities and, as the SENCo plays a key role in directing drama productions, she is well placed to encourage pupils to be involved on stage and behind the scenes.
- 13.3** An inclusive approach is adopted in all co-curricular activities.

## **14 PARENTS**

- 14.1** Parents have a vital role in the identification of and support for SEND pupils. Every effort is made to work in partnership with parents at every stage. Parents are very welcome to arrange to speak to the SENCo and/or subject/class teachers about any concerns.
- 14.2** Parents will be informed of their child's progress through regular written reports, parents' evenings and termly reviews, if a support plan is in place.

## **15 ACCESS ARRANGEMENTS**

- 15.1** The SENCo works closely with the Specialist Assessor and the Examinations Officer to ensure the correct Access Arrangements are in place for GCSE pupils and for school assessments.
- 15.2** Pupils can be provided with extra time, readers, assistive technology, scribes, word processors, modified papers, prompters and separate invigilation and rest breaks.
- 15.3** The SENCo ensures dossiers of evidence are in place with key GCSE Access Arrangements information.

## **16 TRAINING**

- 16.1** The SENCo keeps up to date with SEND legislation and attends a training course each year which covers any changes to JCQ Access Arrangements.
- 16.2** The SENCo is a member of NASEN and Communicate, and endeavours to familiarise herself with current good practice and new developments.
- 16.3** The SENCo attends relevant conferences and CPD events, disseminating information to staff on a regular basis.
- 16.4** Red House is committed to a programme of Continuous Professional Development (CPD) so that staff are well informed regarding best practice, and stimulated to adopt new ideas and to embrace assistive technology.

## **17 PLANNING, MONITORING AND REVIEW**

- 17.1** Consultation regarding SEND matters regularly takes place between Head, the SMT and the SENCo.
- 17.2** Staff are also able to express views and pass on information at the Tuesday morning briefing meeting in the Senior School and the Junior School Staff Meeting on Mondays at 4.15pm.
- 17.3** The SENCo meets regularly with the Assistant Head (Academic), Heads of Years (6-8 and 9-11) and Key Stage Coordinators.



**17.4** SEND matters may be discussed at the termly Academic Meetings in the Senior School.

**17.5** Staff know the SENCo can be approached at any time to discuss concerns about pupils.

## **18 COMPLAINTS**

**18.1** Complaints about SEND provision will be dealt with by the SENCo in the first instance (Stage 1), who will then refer them to SMT should the matter be unresolved. The School's Complaints Policy is followed.

## **19 EVALUATING THE SEND POLICY EVALUATION**

**19.1** The SEND Policy is evaluated by:

- The early identification of SpLD.
- How well the identification procedures have enabled us to help pupils with difficulties.
- Achievements of SEND pupils in school assessments.
- Achievements of SEND pupils at GCSE.
- SEND pupils taking part in school life (projects, drama production, sport, etc.).
- Feedback from SEND pupils when talking to SENCo, class/subject teachers and key stage leaders.
- Feedback from parents.
- Feedback from staff via INSET day sessions and/or arranged meetings with SENCo

## **20 LINKED DOCUMENTS AND POLICIES**

- EYFS Handbook
- SEND list
- School Medical Lists
- Child Protection (Safeguarding) Policy
- Every Child Matters
- Wellbeing and Positive Mental Health Policy
- Equality, Diversity and Inclusion Policy
- Access Planning
- Examinations Policy
- Admissions Policy
- Transition Policy
- E-Safety and Pupil Acceptable Use of ICT Policy
- EAL Policy
- Curriculum Policy
- Teaching and Learning Policy

Reviewed by: Dr R Ashcroft and Mrs E Auty  
May 2024

Ratified by: The Education Committee of the Board of Governors  
June 2024