

# Special Educational Needs and Disability Policy



## RIVENDELL FLYING HIGH ACADEMY

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At Rivendell Flying High Academy, we follow The SEN Code of Practice. This was first published on the 11<sup>th</sup> June 2014 and came into force in September 2014. The Code of Practice was last updated on the 30<sup>th</sup> April 2020 due to the Coronavirus Pandemic.

It can be viewed here:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

[www.education.gov/schools/pupilsupport/sen](http://www.education.gov/schools/pupilsupport/sen)

On significant change arising from the reforms is that the Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new, Education Health Care Plan (EHCP). These plans are being supported by an Education, Health and Care Plan Pathway.

You can view an animation describing the new pathway on Nottinghamshire's Local SEND Offer website:

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

This information is also available by putting the above web browser into your mobile smart phone or tablet.

### **The SEND Local Offer**

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and / or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those that do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

### **Vision and Mission Statement**

*The vision for our children at Rivendell is to become kind and courageous citizens.*

*Our children will flourish in an ever-changing world, choosing their pathways and unlocking opportunities for their future.*

Rivendell Flying High Academy's vision statement is inclusive of all, including our children special educational needs. We strive to provide our children with a high quality education and experiences that supports and develops the whole child. We are committed to providing opportunities that enables all children to achieve and experience success every day that will not only ensure they are secondary ready, but ready for life in what will be their modern day Britain.

At Rivendell Flying High Academy, our curriculum vision is to develop our children's independence, resilience and aspirations; knowledge and understanding of the wider world and vocabulary. With this in mind, our curriculum is based on the following four principles (DEAL):

**D**iversity      **E**xperiential      **A**spirational      **L**anguage Rich

Teachers ensure that these principles are planned for throughout the curriculum and through our teaching and learning approach. This ensures our teaching and learning approach is 'The Rivendell Way', and fully personalised to the needs of our children, including those with SEND. These principles are also referred to when designing the children's SEND Support Plans.

All of our children follow our RISE values, which run through our school like a golden thread. These values are embedded within our curriculum design and our day-to-day life and experiences.

Our RISE values help our children to achieve and aspire. In our school, the values are demonstrated through:



We ensure that children are included in all aspects of learning and school experiences throughout their time at our school.

## **Aims and Objective**

### **Aims**

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Our aims are:

- \* To provide an environment in which all children feel safe, cared for and supported.
- \* To promote and encourage independent learning, resilience and the confidence to take risks. We recognise that everyone learns differently and that positivity, resilience, goal setting, self-awareness, cooperation and making mistakes are all part of learning.
- \* To encourage children to appreciate and understand the wider world in which we live.
- \* To provide a broad and balanced curriculum which ensures equality for all, enabling all children to achieve their full potential. We recognise and celebrate the diversity of achievement for each child.
- \* To establish a sound working partnership between home, school and the wider community.

### **Objectives**

#### **\* Identify the needs of children with SEND as early as possible**

This is most effectively done by gathering information from parents, education, health and care services (and feeding schools) prior to the child's entry into school.

#### **\* Monitor the progress of all children**

This is done to aid the identification of children with SEND. Continuous monitoring of those children with SEND by their teachers will help to ensure that they are able to reach their full potential.

#### **\* Make appropriate provision to overcome all barriers to learning and ensure children with SEND have full access to the National Curriculum**

This will be co-ordinated by the SENCO and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all children's needs are catered for.

### \* **Work with parents**

This is essential to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information (annually) on the provisions for children's within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.

### \* **Work with outside agencies**

When the child's needs cannot be met by the school alone.

\* **Create a school environment where children feel safe to voice their opinions of their own needs.** Child participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.

### \* **Provide a broad and balanced curriculum**

Delivered by skilled professionals, so that children are enriched, understand and become tolerant of difference and diversity and to ensure that they thrive, feel valued and not marginalised (with reference to the Government Prevent Strategy: see also the schools Child Protection Policy with regards to Preventing Extremism and Radicalisation).

## **Responsibility for the coordination of SEND Provision**

The person responsible for overseeing the provision for children with SEND is **Mrs Julie Worthington**, Headteacher. The person co-ordinating the day to day provision of education for children with SEND is **Sara Rhodes (SENCO)**.

The day to day provision and individual target setting is the responsibility of the class teacher.

The school's governing body have a responsibility to ensure provision for children with SEND is made in line with statutory requirements, as outlined in the SEND Code of Practice 2014.

## **Arrangements for Coordinating SEND Provision**

The SENCO will hold details of all SEND support records such as SEND Support Plans and provision maps. All staff can access:

- \* Rivendell Flying High Academy's SEND Policy
- \* A copy of the full SEND register
- \* A copy of the monitoring register
- \* Guidance on identification in the Code of Practice
- \* Information on individual children's special educational needs
- \* Practical advice, teaching strategies, and information about types of special needs and requirements
- \* Staff meetings and training has been and will continue to be given on current legislation, SEND provision and Nottinghamshire's SEND Local Offer.

This information is made accessible to all staff and parents, in order to aid the effective coordination of the schools SEND provision. In this way, every member will have complete and up to date information about all children with special needs and their requirements which enable them to provide for the individual needs of all children.

## **Admission Arrangements**

The admission arrangements for all children are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

Please refer to the school's admission policy available on the school website.

The school has close links with feeder schools, including Carlton Le Willows secondary school. Together we run cohesive transition plans to ensure children are fully prepared for the next stage of their education.

The SENCO will co-ordinate and oversee transition into different educational settings and ensure that the provision is appropriate to children's individual needs. The SENCO will ensure liaison between staff members and SEND teams within school to ensure that the provision is individualised where needed. This may include:

- \* Transition planning meeting with staff from the current school, future placement and parents
- \* Additional visits
- \* Personalised transition plan
- \* Sharing of information

### **Specialist SEND Provision**

At Rivendell, we maintain SEND registers which identifies children who have SEND support plans. We also maintain a monitoring register for those children are vulnerable to SEND, and are being monitored by teaching staff and the SENCO.

The number of children identified as having SEND, changes termly, as a result of the Pupil Progress cycle. During this term the SEND register is updated.

We are committed to whole school inclusion. For more information on our provision for inclusion including our involvement in specialist programmes to aid inclusion see section **Including of children with SEND**.

### **Facilities for Children with SEND**

Rivendell Flying High endeavours to comply with accessibility requirements regarding the physical environment and access to the curriculum.

Our current arrangements and identified adjustments are outlined in our accessibility plan and we recognise that modifications may need to be put in place to meet the needs of all children.

The school has:

- \* Disabled toilets and shower, with hand rails and emergency pull switch.
- \* Ramp access, wider doors and hand rails into school. All doors in the school corridors are double access doors that are left open.
- \* An open plan library
- \* A Nurture Room

If children require further assistive technology to access the environment in order to remove barriers to learning and achievement this can be done in accordance with needs and with advice and support from the physical disability support service and inclusive technology advisors.

### **Allocation of Resources for Children with SEND**

All children with SEND will have access to Element 1 and 2 of a schools budget which equates to £6,000 (place funding). Some children with SEND may access additional funding. This additional funding (AFN) is from a budget which is devolved to and moderated by the Family of Schools. (The family of schools comprises of a secondary school and its feeder primary schools.) For those with the most complex needs, additional funding is retained by the local authority (HLN). This is accessed through the family of schools.

The family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level of complexity of need meets the threshold for this funding.

The school allocates resources to and amongst children with SEND determined by the needs of the current cohort of children. Individual assessment tracking data enables identification of children, and ensures additional school funding is allocated according to need. This data, along with teacher assessments helps identify children who are working below age related expectations, the type of provision they require and interventions they may need. This will vary according to the needs of the individual children.

The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children. Pupil Premium provides schools with funding to challenge underachievement by setting up additional support for our most vulnerable children. The intended effect of this funding is to accelerate progress and raise attainment in schools.

In most cases Pupil Premium is allocated to schools according to number of children on roll that are:

- \* Free School Meals
- \* Looked After or previously Looked After by the Local Authority
- \* Children of Armed Service Personnel

It is for schools to decide how to spend the Pupil Premium effectively, as they are best placed to identify what additional provision needs putting in place for individuals and/or groups of children.

Funding for Looked After children is allocated directly to the children involved, interventions are tailored around their individual needs, these needs and interventions are identified on the child's Personal Education Plan (PEP).

### **Identification of Children's Needs**

All teachers are responsible for identifying children with SEND and, working with the SENDCo, will ensure those children needing different and additional support are identified as early as possible.

Assessment is a process by which children with SEND can be identified. The progress a child makes is seen as an indicator in considering need for SEND provision. All staff follow Rivendell's process for identifying children with SEND.

A graduated approach:

### **Quality first teaching**

(a) Any children who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

(b) Once a child has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

(c) The child's class teacher will take steps to provide differentiated learning opportunities and scaffolds that will aid the child's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

(d) The SENCO will be consulted as needed for support and advice and may wish to observe the child in class.

(e) Through (b) and (d) it can be determined which level of provision the child will need going forward.

(f) If a child has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.

(g) Parents will be informed fully of every stage of their child's development and the circumstances under

which they are being monitored. They are encouraged to share information and knowledge with the school.

(h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but his does not place the child on the schools SEND list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.

(i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

### **SEND Support**

Where it is determined that a child does have SEND, parents will be formally advised of this and the decision will be added to the child's school records. The aim of formally identifying a child with SEND is to help school ensure that effective provision is put in place and so they remove barriers to learning.

Where a child is identified as having SEND, it is important to recognise which of the four broad areas of need fits their needs. The four broad areas of need are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and Physical needs.

The purpose of identifying the area/areas of need is to identify the next actions the school needs to make, not to fit a child into a category. Children's needs often fit into several areas and their needs can change over time. It is important to review this alongside the review of their current needs.

Children on the SEND support register have a SEND Support Plan, which outlines their strengths, areas of need and strategies to support access to the curriculum. The profile also identifies their termly targets that are developed with the child and parents, these are also reviewed by the class teacher on a half-termly basis.

The support provided in school, for children with SEND, consists of a four-part process.

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the child grows. This cycle enables the identification of those interventions which are the most effective in supporting the child to achieve good progress and outcomes.

### **Assess**

This involves clearly analysing the child's needs using the class teachers assessment and experience of working with the child, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The child's views and where relevant, advice from external support services will also be considered. As a school, we strongly believe in 'pupil voice' and listening to the child's views on areas they find more difficult and what would support them further. Any parental concerns will be noted and compared with the school's information and assessment data on how the child is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

## **Plan**

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date from review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the child, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/ approaches that are being employed and the outcomes that are being sought.

## **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one to one teaching away from the main class. They will work closely with teaching assistant and or specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the child's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

## **Review**

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of support and interventions. It will also take account of the views of the child and their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the child's progress and development making any necessary amendments going forward, in consultation with parents and the child. Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

## **Referral for an Education, Health and Care plan**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for a statement will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC plan.

Further information about EHC plans can be found via the SEND Local offer:

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

Or by contacting Parent Partnership Service on:

0115 9482888

### **Education, Health and Care Plans (EHC Plan)**

- a. Following statutory assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the child's formal record and reviewed at least annually by staff, parents and the child. The annual review enables provision for the child to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

### **Access to the curriculum, information and associated services**

Every effort will be made to educate children with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO team will consult with the child's parents for other flexible arrangements to be made.

Children with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual. This will be carried out through the following:

- \* Keeping staff fully informed of the special educational needs of any children including sharing progress reports, medical reports and teacher feedback.
- \* Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching.
- \* Making use of all class facilities and space.
- \* Using in-class provisions and support effectively to ensure that the curriculum is differentiated and scaffolded where necessary.
- \* Making sure that individual or group tuition is available where it is felt that children would benefit from this provision.
- \* Setting appropriate individual targets that motivate children to do their best, and celebrating achievements at all levels.
- \* Class provision maps identify children who need additional support and ways this will be provided.

### **Inclusion of children with SEND**

The Headteacher and the governing body oversee the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all children. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual children, from external support services through the termly Springboard meetings to access support from Specialist Services for Schools (SFSS), Early Help Unit and the Multi-agency Safeguarding Hub.

We aim to ensure quality access to all areas of the curriculum including outdoor and extracurricular activities by monitoring who attends after school clubs.

### **Evaluating the success of provision**

In order to make consistent continuous progress in relation of SEND provision the school encourages feedback from staff, parents and children throughout the year.

This may be through:

- \* Data analysis
- \* Pupil Progress meetings
- \* Discussions at parents meetings
- \* Review meetings with the child and any other professionals working with the child
- \* Appraisal meetings with teachers and support staff

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

The Governing Body delegates responsibility to the Headteacher for the evaluation of the success of the educational provision. This is done in the following ways: -

- \* The Curriculum Framework for Key Stage 2 ensures that the requirements of the Foundation Curriculum and the National Curriculum are planned for and fulfilled.
- \* Short-term plans state the differentiated/ scaffolded approach which will be used in order to provide for effectively meeting individual needs.
- \* Each child's SEND Support Plan identifies SMART targets which are reviewed on an on-going basis and amendments are made. A formal review and evaluation takes place quarterly and a new plan is formulated. The evaluation of the Support Plan provides information on a child's rate of progress, current strengths and future needs.
- \* At SEND support and above the views from outside agencies are also considered as part of the SEND Support Plan review process.
- \* Pupil exclusions and attendance are considered as part of the evaluation process.

Information derived from the above is also used by staff to guide future planning and to highlight successful teaching strategies.

Pupil progress will provide evidence for the success of the SEN policy and this will be analysed carefully through:

- \* Consideration of each child's success in meeting personal targets.
- \* Use of standardised tests.
- \* Evidence generated from review meetings.
- \* Through BSquared/ Boxall assessment.

In evaluating the success of this policy, the school will consider the views of children, parents and teachers.

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the SENCO and Headteacher/SEN governor and information is gathered from different sources such as child and parent surveys, teacher and staff surveys, parents evenings, consultation evenings and SEND Support Plan reviews.

This will be collated and published by the governing body of a maintained school on an annual basis in accordance with section 69 of the Children and Families Act 2014. Evidence collected will help inform school development and improvement planning.

## **Complaints Procedure**

Refer to the general complaints procedure, as outlined on the school's website. If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO, who will be able to advise on formal procedures for complaint.

## **In Service Training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of children with SEN.

Our school operates the following training programmes:

- Inset training days.
- Staff meetings and twilight meetings (including an additional package of support invested from school for the Educational Psychologist)
- LA/ conferences.
- Teaching alliance networking and CPD.
- Family of schools training and inset days
- Flying High Trust CPD and Network events
- Subject training.
- Whole school training.
- Specific training for teaching assistants, ECT training, midday meals supervisors.

The SENCO attends relevant SEND courses and conferences, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Evaluating Success of Provision).

## **Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEN children and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a child. This will then be brought to the attention of the SENCO who will then inform the child's parents.

The following services will be involved as and when is necessary:

- \*Family springboard
- \*Cognition and learning team
- \*Communication and Interaction team.
- \*Occupational Therapists
- \*Speech and Language therapists
- \*Physiotherapists
- \*Family SENCO
- \*Educational Psychologists
- \*Healthy Family Team
- \*Primary Mental Health Team
- \*CAHMS
- \*Social Services
- \* SBAP (Behaviour Support)

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency and consent will be gained from parents for external support.

### **Working in partnerships with parents**

Rivendell Flying High Academy believes that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEN leading to the correct intervention and provision,
- b) continuing social and academic progress of children with SEN,
- c) personal and academic targets are set and met effectively.

We have an open door policy for parents and carers. The school welcomes feedback from parents and parent surveys are used to monitor and improve current practice.

Parents are kept up to date with their child's progress through parents' evenings, SEND Support Plan reviews, multi-agency meetings, and reports. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual child's needs. The SENCO may also signpost parents of children with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a child has additional learning needs the parents and the child will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN Governor may be contacted at any time in relation to SEN matters.

### **Links with other schools**

The school is a part of the Carlton Le Willows Family of schools, our SENCO works closely with the family of SENCOS. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

### **Transition**

Rivendell works closely with any primary feeder school and Secondary schools to ensure a smooth transition to the next phase of the children's education.

Some of the transition arrangements include:

- \*One to one visits
- \*Small group visits
- \*Passports
- \*Photographs
- \*Visiting the other schools for planned activities.

We believe that transition needs to be tailored to meet individual needs, the SENCO works closely with the SENCOS in other schools to facilitate these transition packages.

### Links with other agencies and voluntary organisations

Rivendell Flying High invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCO is the designated person responsible for liaising with the following:

- \*Education Psychology Service
- \*Behaviour Support Service
- \*Social Services
- \*Speech and Language Service
- \*Language and Learning Support Service
- \*Specialist Outreach Services
- \*Family SENCO
- \*Springboard

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

Signed \_\_\_\_\_ [Mrs Julie Worthington] (Headteacher)  
Date \_\_\_\_\_

Signed \_\_\_\_\_ [Mrs Sara Rhodes] (SENCo)  
Date \_\_\_\_\_

Signed \_\_\_\_\_ [Mrs Claire Cross] (SEND Governor)  
Date \_\_\_\_\_

This policy will be reviewed annually.