



Founded 1125

Reading School

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Responsibilities

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Responsibilities

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Staff that need to sign

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Send Policy

Contents

The Companies Act 2006	4
Philosophy	4
Aims of School SEND Policy	4
Definition of Special Educational Needs	5
Identifying Special Educational Needs	5
Roles and Responsibilities	6
Governing Body:	6
The Headteacher:	6
SEN Coordinator:.....	6
Heads of Department:.....	7
Teachers:.....	7
Learning Support Assistants	7
Identification, Assessment and Provision	8
Identification.....	8
Identification and assessment processes:	8
Provision	8
Graduated Response.....	8
Wave 1	8
Wave 2	9
Wave 3	9
Statutory Assessment	10
Provision (of an appropriate curriculum)	10
Provision (of Curriculum Support).....	10
a) Curriculum development:	10
b) Support teaching:	10
c) Withdrawal	10
d) In-service Training.....	10
Allocation of Resources	11
Admission Arrangements for Students with SEN	11
Arrangements for Considering SEN Related Complaints	11



Send Policy

The Companies Act 2006

Reading School (The Academy) is the employer. The business of the Academy Trust is managed by the Governors.

This policy should be read in conjunction with the school's Supporting Pupils with Medical Conditions Policy, Anti-Bullying Policy and the SEND Information Report on the [school's website](#).

Philosophy

This policy acknowledges the obligation to provide a broad, balanced and challenging curriculum for all students. The Governors of Reading School value the abilities and achievements of all its students and are committed to providing, for each student, the best possible environment for learning. Although Reading School is a selective school, there are still a number of students who require support to be able to achieve to their full potential, be happy and confident and ready for life beyond Reading School.

The Student Support Department operates in accordance with the following principles:

- All teachers at Reading School are teachers of students with SEND.
- All students can achieve their very best.
- All students have a right to a broad and balanced curriculum.
- All students should be able to share in all aspects of the life of the school.
- The department, students and parents should work in partnership.
- Students should be supported to become confident individuals, living fulfilling lives so they can make a successful transition into adulthood

Aims of School SEND Policy

- To ensure that all students have access to a broad and balanced curriculum
- To ensure that the provision for students with SEND should match the nature of their needs within an allocated budget
- To record, monitor and note the outcome of the provision provided for students with SEND
- To ensure that SEND students are involved, where practicable, in decisions affecting their SEND provision
- To consult and work in partnership with parents of students with SEND
- To consult and involve outside agencies whenever necessary
- To integrate students with SEND into the life of the school, providing additional support as needed to achieve this.



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Definition of Special Educational Needs

Students have special educational needs if they have difficulty accessing the curriculum which calls for special educational provision to be made for them.

Students have difficulty accessing the curriculum if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age, or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools.

The purpose of identification is to work out what action the school needs to take, not to fit a student into a category. However, these four broad areas of need give an overview of the range which are planned for:

- Communication and interaction, such as Autism.
- Cognition and learning, such as Dyslexia.
- Social, emotional and mental health difficulties, such as ADHD and OCD.
- Sensory and/or physical needs, including vision impairment, hearing impairment and physical disability.

Identifying Special Educational Needs

Special Educational provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. Parents/Carers and staff will be informed that the student has special educational needs and appropriate provision will be identified to meet the student's individual need(s).

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy.
- Presenting persistent emotional and / or behavioural difficulties, which have not been managed by appropriate strategies which are usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.
- Teacher assessment will include progress in areas other than attainment – for instance where a student needs to make additional progress with wider development or social and emotional needs in order to make a successful transition to adult life.

The following are **NOT SEN** but may impact on progress and attainment:



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- Disability (the Code of Practice outlines the “reasonable adjustment “duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN, although students with a disability may also have SEN)
- Persistent disruptive behaviour where there are no causal factors such as undiagnosed learning difficulties or difficulties with communication or mental health issues
- Attendance and Punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Roles and Responsibilities

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with [Code of Practice \(2014\)](#) guidelines and school job descriptions.

Governing Body:

- In partnership with the Headteacher, the Governors have responsibility for deciding the school’s general policy and approach to meet the needs of students with SEND.
- Ensuring, through the performance management process, that the Headteacher sets objectives and priorities in the school development plan, which includes provision for SEND.
- Monitoring the policy through the school’s self-evaluation procedures.
- All governors are informed of the school’s provision, including funding, equipment and staffing.
- Reporting annually to parents on the school’s policy through the website.

SEN Governor: Mrs E Fallon

The Headteacher:

- Setting objectives and priorities in the school development plan, which includes SEND.
- Informing the Governing body.
- Responsibility for the allocation of funding devolved directly from the LA.

SEN Coordinator: Ms Sophy Rogers

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



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- Managing and developing the roles of support staff, through training and Performance Management.
- Being involved in preparing the SEND report, which the Headteacher presents to the Governors
- Monitoring departmental delivery of the SEND Policy, including deploying the School's Student Support Team.
- Identifying students and co-ordinating provision for students.
- Keeping accurate records of all students with SEND.
- Drawing up, reviewing and monitoring single-page profiles (Passports) for those with SEND, as required.
- Liaising with parents and carers of students with SEND.
- Supporting the teaching and learning of students with SEND.
- Liaising with and advising fellow teachers and support staff.
- Contributing to in-service training and external training (as appropriate).
- Liaising with schools, including feeder primaries
- Liaising with the Admissions team
- Liaising with other SENCOs, both locally and nationally.
- Liaising with outside agencies

SEN Coordinator email: studentsupport@reading-school.co.uk

Heads of Department:

- Ensuring appropriate curriculum provision and delivery is clearly stated in their schemes of work.
- Ensuring appropriate teaching resources for students with SEND

Teachers:

“All teachers are teachers of special needs”

- Devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the Student Support Department.
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.
- Ensuring student “Passports” are considered in lessons.
- Monitoring progress of students with SEND against agreed targets and objectives.
- Be fully aware of the school's procedures for SEND.
- Raising individual concerns to SENCO.
- Ensure suitable arrangements have been made for students on Educational Visits

Student Support Staff and Learning Support Assistants

- Support students with SEND and the wider school population.
- Plan and deliver individualised programmes where appropriate.
- Monitor progress against targets using student Passports.



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- Assist with drawing up individual plans for students and monitoring outcomes.
- Contribute to the review progress, either in person or with a written report.
- Work with individuals or small groups, in or out of the classroom, to support academic and emotional and social development
- Support SEND students in lessons to increase access and/or where there is a health and safety concern
- Support SEND students on Educational Visits

Identification, Assessment and Provision

Identification

- The school uses the **graduated response** (further details below) as outlined in “The Code of Practice (2014)”. To help with this process a variety of screening procedures are used, which are then disseminated to teaching staff

Identification and assessment processes:

- Transfer information from previous school and parents. Additional visits arranged if necessary and the school attends EHC plan meetings at primary schools where necessary.
- KS2 tests
- Reading, comprehension, spelling and writing tests within school
- **Staff Observation** - members of staff consult with the SENCO if they notice students who may need specialist help during the school year. Evidence for that concern must be produced prior to additional intervention being undertaken.
- A student’s **parent/carer** may express concern. Once information is gathered the process is the same as for staff referrals.
- The SENCO may then ask for additional diagnostic assessment to be undertaken by other professionals.

Provision

Teaching students with SEND is a whole school responsibility. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students at Reading School learn and progress through these differentiated arrangements.

A Graduated Response is adopted for students identified as having SEND. A level and type of support is provided to enable the student to achieve at least adequate progress. Provision is identified and managed by the SENCO but will on the whole be planned and delivered by teaching and support staff.

Graduated Response

Wave 1



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Quality first teaching by all teaching staff. Access to clubs and activities run by the Student Support Department

Wave 2

Is initiated where students have failed to make adequate progress (academically, socially or emotionally) as identified by the SENCO through the identification and assessment arrangements.

Criteria for Wave 2 include:

- Consistent under-performance following quality first teaching
- Teacher's observations
- Previous school's teachers' comments
- Concerns from staff or parents

Provision from within the school's resources is identified to help meet the student's needs. Interventions may include:

- Attending 1:1 literacy support
- Attending activities in the SEN Department
- 1:1 or small group sessions with the SEN Department
- Temporary 1:1 support in lessons to help build strategies

Wave 3

Where students fail to make adequate progress, despite additional provision at Wave 2, the school will likely seek advice and involvement from additional support services in order for them to:

- provide specialist assessments.
- give advice on teaching strategies or materials.
- provide short-term support or training for staff.
- 1:1 support may be given in lessons

Students at wave 2 and 3 will be regarded as SEND, included in data collection. Students at waves 1, 2 and 3 will have a Passport in order for effective communication in school and to aid quality first teaching. Students at wave 2 and 3 will have targets set 2 to 3 times a year in addition to their Passport to successfully support the Assess, Plan, Do, Review cycle.

The student Passport is revised and new strategies are put in place following the involvement of the student and parents. Should the assessments identify that a student requires a high level of support, top up funding will be applied for, demonstrating the need for support above £6000. Should the assessments identify that a student with an EHC Plan requires additional provision on a regular basis for an extended period then the school will apply for additional resources. These applications will be evaluated against criteria established by the LA.



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Statutory Assessment

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

Provision (of an appropriate curriculum)

Through departmental development plans, the SEF, and in conjunction with EHC plans, provision for students with SEND is regularly reviewed and revised. It is the responsibility of individual department at the school to ensure that the requirements of the National Curriculum are met for those students with SEND in partnership with the Student Support Department.

Provision (of Curriculum Support)

The Student Support Department can help subject areas in the following ways (although this is not an exhaustive list):

a) Curriculum development:

- Planning with individual members of staff / departments.
- Selection / design and preparation of suitably differentiated materials.
- Selection / design of teaching strategies.

b) Support teaching:

This is achieved by working collaboratively with a subject teacher. The SENCO and members of the Student Support Department can assist by:

- Providing or advising relevant training
- Preparation of relevant and differentiated materials.
- Individual teaching.
- Helping to facilitate a wide range of teaching and learning styles.
- Evaluating and reviewing what has been achieved

c) Withdrawal

In accordance with Reading School's inclusive ethos, students are rarely withdrawn regularly from the curriculum. There are systems in place for supporting students to access activities and a safe area for students to go if they are unable to cope in a lesson. A small number of students attend a slightly reduced timetable in order for support to be given, enabling them to better cope with a broad and balanced curriculum.

d) In-service Training

- The SENCO provides INSET for Early Career Teachers and other new staff at the school SEND procedures at Reading School.



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- Individual departments can ask for training and advice from the SENCO, as well as from primary mental health workers and educational psychologists via Mental Health Surgeries and other support available from the Local Authority.
- Whole-school INSET, focusing on specific needs pertinent to the school is included, where appropriate, on staff training days and during twilight sessions.

Allocation of Resources

The school is funded to meet the needs of all their students through its core budget but is additionally funded to support provision for SEND through:

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

Admission Arrangements for Students with SEN

The admissions" criteria does not discriminate against students with SEND and has due regard to the Code of Practice. The parents of any child with special educational needs or a disability, who are applying for a place at the school, should write to the Admissions Officer at Reading School so that any special arrangements that might need to be made to enable the child to take the entrance tests, can be discussed. It would be expected that there would be supporting information from an accredited professional recommending arrangements appropriate to the need. It would also be necessary to establish a history of need by demonstrating that similar arrangements are in place at the applicant's current school. Reading School will contact the applicant's primary school to verify and confirm existing arrangements.

Students who have an Educational Health Care Plan, which names the school and who meet the academic standard, will be offered a place in line with the Admissions Policy, following consultation with their Local Authority. The school can suggest the setting is unsuitable for these reasons:

- a student's age, ability, aptitude or Special Educational Need
- or**
- that a student's attendance at the setting would be incompatible with the efficient education of others or the efficient use of resources

Arrangements for Considering SEN Related Complaints

If a parent is unhappy about the arrangements made to meet the SEND of their child they should in the first instance discuss the matter with the SENCO. If the matter has not been resolved, members of the SLT will address secondary complaints. The matter will be looked into by the school, in a reasonable period of time, in line with the Governors" arrangements for consideration of complaints. (See [Complaints Policy](#))

