

The Rydal Academy

SEND policy

Accepted by: The Rydal Academy LGB

Approving Body: Local Governing Body

Committee: LGB

Review Cycle: annually

Last reviewed: November 2023

Date for next review: November 2024

1. Aims:

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and/or disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

In accordance with the SEND Code of Practice, the school has a Local Offer that is available to the public and can be viewed on the school's website [The Rydal Academy](#)

2. Objectives

These objectives have been written in conjunction with the aims and objectives of the school and also within the guidelines laid down in the Special Educational Needs and Disability Code of Practice: 0-25 years (January 2015).

1. To support pupils to remove barriers to their learning and to enable them to access the broad and balanced curriculum provided within the school.
2. To ensure the school uses its best endeavours to support pupils with SEND, enabling them to engage in the activities alongside pupils who do not have SEND.
3. To co-ordinate opportunities to seek advice and assessments from outside agencies when appropriate and to co-ordinate provision from outside agencies, when appropriate, based upon presenting need or advice.
4. To assist teachers in the identification of pupils with special needs and provide guidance for them in terms of advice, resources and appropriate teaching strategies.
5. To work closely with teachers in regular assessment and monitoring of pupil progress to identify pupils who are making less than expected progress given their age and individual circumstances.
6. To build on the pastoral and academic links within the school to enable progress for SEND pupils in other areas such as the development of social and life skills.
7. To provide accurate and current training to school staff to ensure that additional learning needs are catered for as part of quality first teaching in every classroom.
8. To provide guidance to staff in terms of advice, use of resources and appropriate teaching strategies.

9. To fully involve parents or carers of pupils with special needs in all aspects of their child's education and to implement the graduated approach as laid down in the 2015 SEND Code of Practice, extending the good relationships already established with parents.

10. To ensure that parents of pupils with a special educational need are kept informed of their child's progress and attainment.

11. To develop strong links with the school's Board of Directors, and so involve them in the development and monitoring of Special Needs provision in the school.

3. Legislation and guidance:

This policy and information report are based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice 0 – 25](#) (January 2015) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

[Part 2 of the Equality Act 2010](#), which prohibits discrimination against people with protected qualities

4. Definitions:

Definitions of Special Educational Needs, Disability and Inclusion

Section 6 of the Special Educational Needs and Disability Code of Practice: 0-25 years (January 2015) defines children and young people as having special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

If it is established that a pupil has an additional special educational need it will fall into one of four broad areas of need as specified by the Code of Practice (SEND Code of Practice 2014, page 86).

- Communication and Interaction
- Cognition and Learning

- Social, Emotional and Mental Health Difficulties
- Sensory and/or physical needs

Disabled children and young people

Many children and young people who have SEND may have a disability which under the Equality Act 2010 is described as ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEND definition.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

Provision to meet the needs of children and young people with SEND

High quality teaching that is adapted and modified will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.

5. Equality and Inclusion

The Rydal Academy is an inclusive school and supports pupils with a wide range of SEND. The school has a duty under the Equality Act 2010 towards individual disabled pupils and young people, and wider duties to prevent discrimination and to promote equality of opportunity and foster good relations. The school has accessibility plans in place and considers access to all parts of the curriculum, for all pupils, with or without a disability. Improvements to the physical environment of the school and the allocation of physical aids to access education will be considered on an individual pupil basis. Parents and carers can contact the school at any time to discuss concerns.

6. Roles and responsibilities

The role of the SENCO

Mrs. Gaines is the SENCo as defined in the revised SEND Code of Practice and has overall responsibility for provision for those pupils identified as having SEND.

The role of the head-teacher and senior leadership team

The head-teacher and Senior Leadership Team are committed to furthering the inclusive ethos and creating opportunities for all. The SENCo oversees the implementation of the inclusive practice across the school and works closely with the shadow SENCo and Pastoral

Lead to ensure policies for equality and inclusion are adhered to. The Senior Leadership Team supports the SENCo in monitoring the academic progress of the SEN pupil groups.

The role of class teachers

Each class teacher is responsible for the progress and development of every pupil in their class and will work closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The role of the SEN governor

The SEN governor will help to raise awareness of SEN issues at governing board meetings, monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this and will also work with the head-teacher and SENCo to determine the strategic development of the SEN policy and provision in the school.

7. The 4-part graduated approach

Where it is determined that a pupil does have SEN, parents will be informed and information will be added to school records. The aim of formally identifying a pupil with SEN is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process: assess, plan, do and review. The objective of the graduated approach is to gain a growing understanding of the pupil's needs and of what supports the pupil needs to make good progress and to secure good outcomes. The Rydal Academy school's provision under each part of the cycle is detailed below:

Assess

To identify a pupil as needing SEND support, the SENCo coordinates an analysis of the pupil's needs. This draws on the assessments and feedback from class teachers to gather information on pupil progress, attainment and learning attitude. If it is deemed appropriate for further assessment to be carried out, the SENCo will liaise with the appropriate agency to facilitate this. When any further assessment is required that involves an outside agency, parental consent will always be sought before making the necessary referrals.

Plan

Where it is decided to provide a pupil with SEND support, parents and pupils will be asked for their views which will then be formally recorded on a Support Plan. Support Plans are accessible to staff and will be shared with parents. A Support Plan is written to form a record of the desired outcomes, action and support.

Do

The class teacher remains responsible for working pupils with SEND on a daily basis, and this responsibility is retained where interventions are involved. Pupils with a Support Plan, may be supported in class with their specific targets or in order to further develop skills which are specifically related to their needs or formal diagnosis, may be withdrawn to work in a group room with a TA or a teacher. Examples of timetabled intervention work of this nature include lessons to address key skills in core areas, social communication and interaction skills as well as speech and language skills.

Review

The SENCo is responsible for overseeing the programmes of planned withdrawal support which targets the needs of pupils. This is done in liaison with the teaching assistant assigned to deliver the programme. The teaching assistants record a 'SEND summary of intervention' at the end of each intervention and share this with class teacher to inform them of the outcomes covered and successes towards achieving the outcomes. The information from the summary of intervention, alongside any assessments or measures of progress, are discussed termly at provision reviews with the SENCo. Any adjustments to a programme are based on staff awareness of pupils' current needs as well as parent/carer feedback and any additional professional advice.

Teachers will update Support Plans for individual pupils to show the impact of support in order to inform future planning. Considering the interventions in place, as well as the impact these have on pupil progress, the SENCo will plan whether to implement additional interventions. Regular communication and meetings with parents ensure they remain involved in the planning and reviewing process of the Support Plan.

8. Involving parents and pupils in the reviewing process

All pupils with SEND will have a Support Plan in place, which depending on the level of SEND needs will take varying forms. All pupils who receive SEND support and parents/carers of pupils with SEND will be asked to contribute their views to learning plans during formal reviews.

9. Information sharing on SEND pupil intake

Once a pupil has entered school all relevant information pertaining to their SEND is shared with staff. This information is gathered from a range of sources and may include discussions with the pupil, parents, nurseries, any previous schools and other agencies involved in the pupil's support. A summary of this information is recorded on a class overview recording sheet and is made available to all staff. This information will typically include any identified areas of SEND, any current or prior involvement from professional agencies, diagnosis, description of needs, strategies for teachers to use, accommodations that the pupil may require as well as the interventions and support for each term to ensure that the pupil thrives in school.

10. Supporting pupils who are looked after by the local authority and have SEND

To support all pupils who are identified as 'Looked After' the school adheres to the 'Looked After Child' policy document. This can be located on the school's [website](#). The school's designated officer for Looked After Children is Mr. Dickinson. There is closely linked practice between both the SEND and pastoral care support systems in place across the school to ensure the needs of SEND pupils who are Looked After are closely co-ordinated.

11. Monitoring arrangements

Jo Thurland (SEND Link Governor) will review this policy **every year**. It will also be updated if any changes to the information are made during the year. The SEND policy will be approved by the governing board.

Links with other policies and documents:

The following policies are available at [The Rydal Academy](#) under the header 'key info' - 'policies'.

- Accessibility Plan
- Behaviour and self regulation policy
- Educational Visits Policy
- Looked After Children Policy
- SEND Information Report
- SEND Information report – pupil guide
- SEND Local Offer
- Supportig puils with English as an Adiditonal Language (EAL)
- Supporting pupils with medical conditions

Further sources of information:

The Local Offer - The purpose of the Local Offer is to 'offer' information for parents/carers, in a single place, which helps them to understand what services they can expect from a range of local agencies. More information can be found on Darlington Borough Council's website or by clicking on [The Local Offer](#)

If your child has a special educational need or disability and you would like further information or help contact Darlington Information, Advice and Support Service (IASS). More information can be found on Darlington Borough Council's website or by clicking on [SEND IASS](#)