



RICARDS LODGE HIGH SCHOOL

SEND AND INCLUSION POLICY

Ricards Lodge High School -Governing Board Approved Policy	
Approved by	FGB
Signed	
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CONTENTS

	Pages
Definition of SEN	3
Principles and Objectives	5
Admission and Inclusion Arrangements	6
Identification, Assessment and Provision	7
Graduated Approach	10
Requesting EHC Plan assessment	13
Roles and Responsibilities	15
Working in Partnership with Parents	18
Student Participation	19
Support Services	19
Monitoring and Evaluation	20
Complaints Procedure	20

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person 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 of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...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 provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. 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 SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

Special educational provision should be matched to the child’s identified SEND. Children’s SEND are generally thought of in the following four broad areas of need:

Communication and interaction

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

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

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

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

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

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Many students may have SEND of some kind at some time during their education and can be helped to overcome the barriers their difficulties present quickly and easily. A few students, however, will need extra support for some or all of their time in school. The Inclusion and Learning Support Manager will update staff about the needs of these students.

PRINCIPLES AND OBJECTIVES

Principles

The Governors, Headteacher and staff of Ricards Lodge High School are committed to the inclusion of students with SEND.

We see the SEND of our students as the responsibility of the whole school.

We believe that all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

Objectives

We will use our best endeavours to make sure that a child with SEND gets the support they need – this means doing everything we can to meet children and young people's SEND.

We will aim to ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.

The identification of SEND should be built into the overall approach to monitoring the progress and development of all pupils.

Our arrangements for assessing and identifying pupils as having SEND are set out as part of the Local Offer as well as in our policy.

We aim to provide access to a flexible, broad and balanced curriculum, but also to offer small group support or individual help when students have specific needs.

We aim to develop an ethos of care, empathy and understanding which is essential when dealing with students with special needs, who may have low self-esteem.

All students will be valued and our aim is for all to experience success and achievement and to reach their full potential.

The governing body will monitor, evaluate and review the SEND Policy in line with school evaluation cycle and not later than every three years to consider the effectiveness of the school's work on behalf of those with SEND.

Specific Aims of this Policy are as Follows:

- To identify students with special needs and disabilities and ensure that their needs are met.
- To work closely with the Local Authority to ensure that students' needs are identified early and intervention is put in place as soon as possible.

- To ensure that students with special needs and/or disabilities join in with all the activities of the school.
- To ensure that all learners make the best possible progress.
- To ensure that parents are informed of their child's special needs and that all special education professionals work in partnership with them in respect of their child's particular needs
- To ensure that children, parents and young people are actively involved in decision-making throughout the approaches set out in this policy.
- To promote effective partnership with, and involve outside agencies when appropriate.
- To ensure that any Statement of Special Educational Needs and EHC plans are reviewed annually or more often if required.

ADMISSION AND INCLUSION ARRANGEMENTS

Admission Arrangements

Admission to Ricards Lodge is in line with statutory requirements which do not discriminate against students with special educational needs or disabilities, and its admissions policy has due regard for the guidance in The Equality Act 2010 and Special educational needs and disability code of practice: 0 to 25 years (2014).

Inclusion

Parents or carers seeking the admission of a student with mobility difficulties are advised to approach the school well in advance so that consultation can take place. The school's Accessibility Plan is in place. (see Accessibility Plan Policy).
The school's buildings and facilities have been modified to afford access to students with disabilities. The main building and the sixth form block have lifts.

Specialist Provision

Students with Statements naming Ricards Lodge SLCN ARP (Speech, Language and Communication Needs Additionally Resourced Provision) in Part 4, are full members of the school community with access to all mainstream facilities. The 'Cedar Base' which is managed by Inclusion and Learning Support manager is designed to cater for ten students, two in each year level.

As an inclusive, comprehensive school SLCN students will have individualised programmes that will enable them to learn at their own pace and level whilst also accessing appropriate mainstream subjects and activities. All SLCN students will have access to specialist teaching in the Cedar Base. Every SLCN student will also have a programme of Speech and language therapy coordinated by a trained therapist. Other students with Statements of SEN may join this group when appropriate. In-class support is available from Teaching Assistants mainly in core subjects throughout the week. Students are members of a tutor group and are included in all tutor-based activities. Advice is sought from the Educational Psychologist, Speech and Language Therapist, the Language Behaviour and Literacy Support Team and other practitioners when required. Parents are also encouraged to feel part of the team. The ARP is available to students and supervised at lunch breaks.

IDENTIFICATION, ASSESSMENT AND PROVISION

Identification

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, we will consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Early Identification

Early identification of students with SEND is a priority. Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils; so we can identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

The school will also use appropriate screening and assessment tools, and ascertain student progress through:

- Evidence obtained by teacher observation/ assessment.
- Standardized screening or assessment tools. (see assessments)
- Educational Inclusion Panel weekly meetings
- Data gathered from Year 7 tests or other relevant admission information

Persistent disruptive or withdrawn behaviours do not necessarily mean that a young person has SEND. Where there are concerns, there will be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach may be appropriate. In all cases, early identification and intervention can significantly reduce the risk of more complex difficulties at a later stage.

All staff should also be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEND but it can have an impact on well-being and sometimes this can be severe. School will ensure we make appropriate provision for a child's short-term needs in order to prevent

problems escalating. Where there are long-lasting difficulties school would consider whether the child might have SEND.

Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Identifying and assessing SEND for children or young people whose first language is not English requires particular care. School will look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEND. Difficulties related solely to limitations in English as an additional language are not SEND.

- We believe in early intervention therefore the Inclusion and Learning Support Manager (ILSM) will liaise closely with all staff so that information can be passed on as quickly as possible and strategies put in place.
- SEND information on Sims is updated weekly
- Detailed information about new Year 7 students (in the summer term of Year 6) is passed on to the ILSM, who has established a good working relationship with feeder schools and will attend the transfer reviews and meet the students when appropriate, in order to ensure a smooth transition to secondary school for students with SEND. ILSM also attends the primary- secondary transfer days for Merton and Wandsworth LA.

Assessments

- All new Year 7 students are invited to sit English and Maths assessment test in the summer term prior to their start at Ricards Lodge. Those who score below average are tested early in the autumn term of Year 7. If their scores in numeracy, reading and spelling standardised tests are below average, they are offered a place in a reading and spelling groups to help improve their numeracy and literacy skills.

Provision

All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, school has arrangements in place to draw on more specialised assessments from external agencies and professionals.

This information gathering will include an early discussion with the pupil and their parents. These early discussions with parents should be structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. A short note of these early discussions should be added to the pupil's record on the school information system and given to the parents. Schools should also tell parents and young people about the local authority's information, advice and support service.

Consideration of whether special educational provision is required would start with the desired outcomes, including the expected progress and attainment and will include the discussion with pupil and their parents. This should then help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

A clear date for reviewing progress should be agreed and the parent, pupil and teaching staff should each be clear about how they will help the pupil reach the expected outcomes. The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning. Where it is decided that a pupil does have SEND, the decision will be recorded in the school records and the pupil's parents **must** be formally informed that special educational provision is being made.

Range of provision

- Individual support lessons for specific students staffed by Learning Support teachers who follow individual programmes with those students.
- The withdrawal of small groups where appropriate.
- The use of Teaching Assistants and teachers to support lessons particularly, but not solely, with reference to students with Statements of SEN and EHC Plans
- The use of ICT to improve literacy and numeracy.
- Homework clubs
- To allow students who have a history of delayed development in acquiring skills, achieve a measure of success, we offer small group KS4 teaching in GCSE English and Maths and BTEC Personal and Social Development.
 - For small number of students in Year 7 who either have an EHCP, have history of SEND or have exceptionally low score on assessment tests we have created a learning group that will follow differentiated curriculum to meet their Special Education Needs and/or Disability.
- Educational Psychology service
- Merton Language and Learning Support Team (LL)
- Counselling
- Achievement Mentors

- Anger Management courses, social skills groups, resilience, self esteem and nurture groups
- My Futures Key Worker
- Referrals to Alternative Education providers and Melbury College
- RR6 Achievement Mentor
- Pastoral teams' support

GRADUATED Approach

Where a pupil is identified as having SEND, school will take action to remove barriers to learning and put effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

Assess

In identifying a child as needing SEND support the class or subject teacher, working with the SENCO, will carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's tracking of pupil progress, attainment, and behaviour. It will also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. School takes seriously any concerns raised by a parent. These will be recorded and compared to the setting's own assessment and information on how the pupil is developing.

This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEND, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them if the parents agree.

Plan

Where it is decided to provide a pupil with SEND support, the parents **will** be formally notified. The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system (Sims).

The support and intervention provided is be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and is be provided by staff with sufficient skills and knowledge.

Parents will be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

Do

The subject teachers will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The subject teachers, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a pupil has an EHC plan, the local authority **must** review that plan as a minimum every twelve months. School co-operates with the local authority in the review process and, holds annual review meetings on its behalf.

Provision Management

Provision management will allow a school to produce an inclusive education provision map, which will enable us to

- Meet the statutory reporting and accountability requirements.

- Demonstrate to external evaluators (e.g. OFSTED, Audit commission, LA Monitoring Officers) a real commitment to inclusive principles and a realistic approach to securing Best Value from available resources.
- Balance competing demands from within the statutory inclusion and standards frameworks and ensure there is a clear rationale and evidence base for the 'reasonable steps' that are planned and taken by the school to improve both access to, and the quality of, educational provision for all.
- Audit the needs of students and plan systematically how best to use the school's resources to meet those needs.
 - Plan both the staffing and the skills that will be required to meet the needs of students.
 - Ensure a closer match between the mapped continuum of provision and the assessed continuum of needs at school/setting, local area and LA level.
 - Facilitate the sharing of best practice between schools/other settings and develop a common language for thinking about factors that contribute to student level outcomes.
 - Reduce bureaucracy at all levels in the local system, as part of a strategy for reducing the need for traditional style IEPs.
 - Ensure that parents/carers and others in the local community are better informed about what is available within local educational settings and how it may be accessed.
 - Help to ensure the entitlement and improve student-level outcomes for all learners at a risk of underachieving by ensuring that a range of effective universal strategies and targeted/special interventions is generally available and regularly evaluated.

The Provision map is both a means of accounting for 'additional to and different from' provision, evaluating effectiveness in terms of students' outcomes and an approach, which supports inclusive practice. All students SEND register will be on school provision map. Provision maps, targets and progress will be reviewed termly as a part of our Inclusion Panel Review.

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies.

We may involve specialists at any point to advise us on early identification of SEND and effective support and interventions. The pupil's parents will always be involved in any decision to involve specialists.

The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND support.

School works closely with the local authority and other providers to agree the range of local services and clear arrangements for making appropriate requests. This specialist services include, but are not limited to:

- Educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)

- specialist teachers, therapist or support services (e.g. LL), including specialist teachers with a mandatory qualification for children with hearing and vision impairment , including multi-sensory impairment, and for those with a physical disability.

Requesting an Education, Health and Care needs assessment

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

Following a request for an EHC needs assessment, or the child or young person having otherwise been brought to its attention, the local authority **must** determine whether an EHC needs assessment is necessary. The local authority **must** make a decision and communicate the decision to the child's parent or to the young person within 6 weeks of receiving the request.

The local authority **must** notify the child's parent or the young person that it is considering whether an EHC assessment is necessary, and **must** consult the child's parent or the young person as soon as practicable following a request for an EHC needs assessment.

An EHC needs assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the school, college or other provider can meet the child or young person's needs without an EHC plan.

To inform their decision the local authority will need to take into account a wide range of evidence, and should pay particular attention to:

- evidence of the child or young person's academic attainment and rate of progress
- information about the nature, extent and context of the child or young person's SEND
- evidence of the action already being taken by school to meet the child or young person's SEND
- evidence that where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- evidence of the child or young person's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies, and where, in the light of an EHC assessment, it is necessary for special educational provision to be made in accordance with an EHC plan, the local authority **must** prepare a plan. Where a local authority decides it is necessary to issue an EHC plan, it **must** notify the child's parent or the young person and give the reasons for its decision.

Following the completion of an EHC needs assessment, if the local authority decides that an EHC plan is not necessary, it **must** notify the child's parent or the young person, the early years provider, school or post-16 institution currently attended, and the health service and give the reasons for its decision. This notification **must** take place as soon as practicable and at the latest within 16 weeks of the initial request.

EHC Plans

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

Reviewing an EHC plan

EHC plans should be used to actively monitor children and young people's progress towards their outcomes and longer term aspirations. They **must** be reviewed by the local authority as a minimum every 12 months.

- The child's parents or young person, a representative of the school or other institution attended, a local authority SEND officer, a health service representative and a local authority social care representative **must** be invited and given at least two weeks' notice of the date of the meeting. Other individuals relevant to the review should also be invited, including youth offending teams and job coaches where relevant.
- The school will seek advice and information about the child or young person prior to the meeting from all parties invited, and send any advice and information gathered to all those invited at least two weeks before the meeting.
- The meeting **must** focus on the child or young person's progress towards achieving the outcomes specified in the EHC plan, and on what changes might need to be made to the support that is provided to help them achieve those outcomes, or whether changes are needed to the outcomes themselves. Children, parents and young people should be supported to engage fully in the review meeting.
- The school will prepare and send a report of the meeting to everyone invited within two weeks of the meeting. The report will set out recommendations on any amendments required to the EHC plan, and should refer to any difference between the school or other institution's recommendations and those of others attending the meeting.
- Within four weeks of the review meeting, the local authority **must** decide whether it proposed to keep the EHC plan as it is, amend the plan, or cease to maintain the plan, and notify the child's parent or the young person and the school or other institution attended.

An EHC plan **must** be reviewed and amended in sufficient time prior to a child or young person moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new institution.

The review and any amendments **must** be completed by 15 February in the calendar year of the transfer at the latest for transfers into or between schools.

For young people moving from secondary school to a post-16 institution or apprenticeship, the review and any amendments to the EHC plan – including specifying the post-16 provision and naming the institution – **must** be completed by the 31 March in the calendar year of the transfer.

All reviews taking place from year 9 at the latest and onwards **must** include a focus on preparing for adulthood, including employment, independent living and participation in society. This transition planning **must** be built into the EHC plan and where relevant should include effective planning for young people moving from children's to adult care and health services. It is particularly important in these reviews to seek and to record the views, wishes and feelings of the child or young person. Review meetings taking place in year 9 will have a particular focus on considering options and choices for the next phase of education.

ROLES AND RESPONSIBILITIES

- Every teacher is a teacher of special educational needs and has the responsibility of identifying students with SEND and addressing their needs.

- teachers set high expectations for every pupil, whatever their prior attainment.

- Teachers use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty will be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum .

- All staff need to be conversant with the school's procedure of **assess, plan, do and review** for students with SEND.

- The person responsible for co-ordinating the day to day operation of the school's SEND policy are Natalija Bloom who has the title Inclusion and Learning Support Manager (ILSM) and Tanja Albert who is a Deputy Learning Support Manager. As well as liaising with and advising colleagues, they co-ordinates provision for students with SEND.

- The Heads of Year play a key role in the success of the school's SEND provision. They work closely with the ILSM on the educational and social needs of all students. Concern can be initiated via the "Safeguarding Concerns" proforma. Once a student is on the SEND Register the Heads of Year help to review targets and strategies and liaise closely with parents/carers.

- The Headteacher has overall responsibility for the day to day management of all aspects of the school's work, including SEND provision. She keeps the governing body fully informed.

- The Headteacher and Governing Body as a whole share the responsibility for making provision for students with SENs and for ensuring that this policy is enacted.

- The Governors have responsibility for reporting annually to parents on SEND provisions and via that report, review and evaluate the successful implementation of the policy and the effectiveness of the provisions made, using success criteria.

Co-ordinating Provision (The Role of the ILSM and the Deputy)

The ILSM and her deputy are allocated time away from the classroom for planning and co-ordination. ICT is used to facilitate the ILSM's teaching and administrative roles. These responsibilities include:

- day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- advising on the graduated approach to providing SEND support
- Overseeing the day-to-day operation of the policy
- Contributing to the staff development programme
- Managing a team of Learning Support teachers, Achievement Mentors and Teaching Assistants, allocating support, overseeing timetables, and ensuring a continuous programme of training and reviewing performance.
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date
- Overseeing the general support timetable
- Ensuring that the objectives in Statements of Educational Needs and EHC Plans are met and collating evidence for the annual reviews of these Statements.
- Gathering evidence in support for requests for EHCP Assessment.
- Working closely with the Heads of Year on the educational and social needs of all students.

- Working closely with Head of Departments and Heads of Years to monitor, evaluate and ensure that adequate progress is made by SEND students over time.
- Working with the examinations officer to identify students with SEND for whom special arrangements should be made.
- Making contribution to INSETs
- Inclusion and Learning Support manager achieved National Award in Special Educational Needs Co-ordination

The Role of the Subject Teacher

- Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching
- The quality of teaching for all pupils including pupils with SEND, and the progress made by pupils, should be a core part of the school's approach to professional development for all teaching and support staff
- The identification of SEND should be built into the overall approach to monitoring the progress and development of all pupils
- Subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point they should be given extra support
- Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENCO, should assess whether the child has a significant learning difficulty. Where this is the case, then there should be agreement about the SEND support that is required to support the child
- Teachers should set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment

Achievement Mentors

The Achievement Mentor's main task is to work closely with underachieving pupils to identify the barriers to their learning and offer strategic support to remove these barriers.

The Achievement Mentor works with vulnerable pupils in order to identify and remove barriers to learning, provide support and encouragement and develop pupils' social, emotional and behavioural skills.

The role of an Achievement Mentor is different from that of a teacher or a Teaching Assistant, and provides distinctive and flexible one-to-one support for pupils. The work follows personalized action plans, focusing on the pupils' specific needs and aiming towards set targets for each pupil. The Achievement Mentor also works closely with parents/carers, teachers and, when needed, external agencies.

The Achievement Mentor cooperates with colleagues to review progress of referred pupils. The Inclusion Panel reviews all pupils worked with on a termly basis, and the Mentor and Inclusion

Manager continually reviews pupils' progress in regular meetings. The Inclusion Panel, or the Achievement Mentor together with the Inclusion Manager decide whether:

- the pupil support will continue as before
- the level of support will be increased or reduced
- the pupils will be referred to other services
- the pupil will be exited from support.

The Achievement Mentor works confidentially with pupils and families and abides by the school's confidentiality and child protection policy.

Achievement Mentors will discuss general issues of concern for a pupil, targets set for change and agreed strategies with teachers and other colleagues, in order to support their work in class with the pupil. They will provide advice to colleagues on strategies to support the pupil, based on the information they hold. However, private discussion within the mentoring relationship is confidential and will not generally be shared with any other colleague unless agreed by the child or parent.

Achievement Mentors will provide reports in confidential circumstances such as formal review meetings, PSPs, child protection meetings, common assessment processes and cross-service information sharing.

Lead Achievement Mentor leads and manages the school's Achievement Mentor team, including the allocation of work and the monitoring of quality of work. She also ensures that the Achievement Mentor service is integrated within school systems and structures.

WORKING IN PARTNERSHIP WITH PARENTS/ CARERS

At Ricards Lodge we believe in the benefits of an active partnership between school and home. We welcome and encourage parents/ carers, whose daughters may have special needs, to participate from the onset as the relationship between the parents and the school has a crucial bearing on the student's progress and the effectiveness of school-based action. We actively seek the involvement of parents/carers in developing and implementing a joint learning approach in the following way:

- Dialogue with parents/carers is promoted and sustained through regular parent/teacher contact sessions.
 - Parents'/carers' views on their daughter's progress will be sought and they will always be consulted as part of SEND review process.
 - Parents/carers are asked to co-operate by hearing reading, helping with spelling, supervising homework and helping with students' personal organisation.
 - When necessary parental permission is sought before referring students to any external support.
 - Parents/carers of students with Statements of SEN / EHC Plans are totally involved in the programme of Annual Reviews.

- We endeavour to provide user-friendly information and procedures, and are aware of the needs parents might have in respect of a disability or communication and linguistic barriers.
- Parents/carers are welcome to visit the school. Parents should contact Mrs Bloom or Ms Albert to arrange an appointment.
- We recognise the pressure a parent may be under because of the student's special needs and strive to promote and sustain dialogue between parents and the SEND Team.
- For independent support and advice parents are given information about **Merton Special Educational Needs Information and Advice and Support Service** and groups in the Voluntary sector.

STUDENT PARTICIPATION

At Ricards Lodge we strongly believe that all students, “who are capable of forming views, have a right to receive and make known information, to express opinions and to have that opinion taken into account in any matters affecting them.” Students with SEND are involved in making decision and exercising choice. They are encouraged to:

- Be actively involved in all aspect of school life.
- Play an active part in assessment and developing targets and strategies.
- Understand the aims of an intervention and their contribution to it.
- Be involved in consultation about any support provided.
- Have their views sought and recorded in all reviews.
- Become progressively more involved in setting and reviewing IEP targets.

Special arrangements will be made for students with specific needs, eg sensory/physical impairment and communication difficulties, to enable them to be actively involved in the whole life of the school.

SUPPORT SERVICES

We draw on the following services when working with students at the School Action Plus stage. For example we draw on:

- Educational Psychology Services: An EP attached to the school visits regularly and undertakes activities in response to requests from staff.
- Achievement Mentors
- Merton Language and Literacy Team
- Educational Welfare Officer (EWO): Visits weekly and works closely with Heads of Year on a variety of issues, including attendance.
- Sensory Impairment Team:
- Melbury College timed intervention for KS3 and Alternative Education for KS4
- SLCN ARP
- Speech and Language Therapists
- VBS
- CAMHS

- Other Alternative Education providers

VBS: Virtual Behaviour Service

CAMHS: Child and adolescent mental health services

MONITORING AND EVALUATION

This SEND Policy will be subjected to a regular cycle of monitoring, evaluation and review. The Governing Body will annually consider and report on, the effectiveness of the school's work on behalf of students with SEND. Success indicators will include the following:

- The culture, practice, management and deployment of resources in the school are designed to ensure that the needs of all students are met.
- SEND students are identified early.
- Best practice is explored when devising interventions.
- The wishes of the student are taken into consideration.
- Parents/carers and educational professionals work in partnership.
- Intervention for each student is reviewed regularly.
- Evidence of movement between the stages of the Code of Practice.

COMPLAINTS PROCEDURE

In the first instance, matters of concern regarding SEND should be informally referred to the Inclusion and Learning Support Manager. If the issue is not resolved satisfactorily, the Headteacher should be consulted in writing. The matter then becomes subject to the schools complaints procedure.