



Royal Russell Junior & Senior School SEND and Inclusion Policy

CONTEXT

Royal Russell is an inclusive, independent co-educational school for pupils aged 3 to 18. This SEND and Inclusion Policy applies to all sections of Royal Russell: Early Years, Key Stages 1 & 2, Key Stages 3 & 4, plus clubs & any after school care provision. This policy has been developed in conjunction with the staff from Royal Russell Junior & Senior School.

LEGAL FRAMEWORK

This SEND and Inclusion policy is provided in accordance with the Children and Families Act 2014, as well as other legislation and associated regulations relating to children and young people with special educational needs (SEN) and disabilities (D).

These include:

1. SEND Code of Practice: 0-25 years (January 2015) [SEND Code of Practice 0 - 25](#)
2. The Special Educational Needs and Disability Regulations 2014 [SEND Regulations](#)
3. The Special Educational Needs (Personal Budgets) Regulations 2014 in relation to Education Health and Care Plans [SEND \(Personal Budgets\)](#)
4. The Children Act 1989 [Childrens Act 1989](#)
5. The Equality Act 2010 [Equality Act 2010](#)
6. The Special Needs and Disability Act 2001 [SEND Act 2001](#)
7. The Education Act 1996 [Education Act 1996](#)
8. Royal Russell policies, including the Child Protection Safeguarding Policy [Royal Russell Policies](#)

DEFINITION OF SEND

Royal Russell considers a child as having SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them because they have:

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

Needs can be categorised in the four key areas, as detailed in the SEND Code of Practice 2015:

1. **Communication and interaction** (autistic spectrum and language disorders)
2. **Cognition and learning** (dyslexia, dyspraxia and dyscalculia, moderate learning difficulties and global development delay)
3. **Social, emotional and mental health needs** (ADHD, ADD, attachment disorders, emotional difficulties, mental health need)
4. **Sensory and/or physical needs** (hearing or vision impaired) Some children may have difficulties in more than one of these four categories.

At Royal Russell we strive to:

- Work closely with parents and children to ensure that we consider the child's own views and aspirations and the families' experience of and hopes for their child. Invite families to be involved at every stage of planning and reviewing of the SEN provision for their child.
- Ensure that children benefit from 'Quality First Teaching': this means that teachers assess, plan and teach all children at the level that allows them to make progress with their learning. In addition, we implement focused interventions to target particular skills.
- Have high expectations of all our children.

Please note that a student will not be regarded as having a learning difficulty solely because their home language is different from that in which they are taught. We may recommend that some children, whose first language at home is not English, receive support in English as an additional language.

OBJECTIVES

These objectives are stated in conjunction with the aims and objectives of the school and with due regard to:

- Help every student realise his or her potential and optimise their self-esteem by ensuring that all pupils, whether they have SEND, have access to a broad, inclusive, and relevant curriculum which is differentiated to meet their individual needs.
- Ensure early identification, assessment and provision for any student who may have special educational needs and/or disabilities (SEND)
- Maintain relevant student records detailing their individual needs, the interventions put in place and progress made.
- Enable all staff to play a part in identifying SEND pupils and to take responsibility for recognising and addressing their individual needs.
- Make relevant information available to staff in support of their curriculum planning regarding pupils' learning difficulties and disabilities.
- Provide regular INSET to staff in school in specific aspects of meeting the needs of pupils with SEND.
- Encourage the whole school community to demonstrate a positive attitude towards SEND.
- Develop an effective parent partnership and implement a joint learning approach at home and at school.
- Sustain strong links with relevant schools, organisations and outside agencies.
- Develop strong links with the school's governing body and so involve them in the development and monitoring of the SEND provision in the school.

ROLES and RESPONSIBILITIES

The Headmaster has responsibility for:

- The day-to-day management of all aspects of the school's work, including provision for children with special educational needs.
- Keeping the Governing Body fully informed on Special Educational Needs issues. The Headmaster will work closely with the SEND Team and the Governor with responsibility for SEND.

The SENCO has responsibility for:

- Overseeing the day-to-day operation of the SEND policy
- Coordinating provision for SEND pupils and reporting on progress
- Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review
- Monitoring relevant SEND CPD for all staff
- Managing the SEND team
- Overseeing the records of all children with special educational needs and ensuring they are up to date
- Liaising with parents /carers of children with special educational needs
- Contributing to the in-service training of staff
- Being a point of contact with external agencies
- Liaising with other schools, educational psychologists, health and social care professionals
- Liaising with potential next providers of education to ensure a student and their parents/carers are informed about options and a smooth transition is planned
- Monitoring the impact of interventions provided for pupils with SEND
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan
- Working with the Headmaster and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and Access arrangements

The Teaching and Non-Teaching Staff have responsibility for:

- Reading the school's SEND policy and understanding the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- Responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SEND team to carry out a clear analysis of the student's needs, drawing on the teacher's assessment and experience of the student as well as previous progress and attainment.

ADMISSIONS

We are firmly committed to inclusivity, irrespective of their special educational needs or disability, we consider all children for admission to the school who have the ability and aptitude to access an academic curriculum. Pupils whose SEND are suited to the curriculum are welcome if we have the appropriate resources and facilities to provide them with the support that they require.

As part of the admissions process:

1. Parents must disclose to the school/college any known or suspected circumstances relating to their child's health, development, allergies, and disabilities and learning difficulties. The school reserves the right to subsequently withdraw any place offered based on incomplete disclosure of known or suspected SEND circumstances.

2. Admission is based on the results of taster days and paperwork that outline the student's academic and social needs, but all children with SEND will be given reasonable adjustments according to the regulations set out by the Joint Council for Qualifications (JCQ).

IDENTIFICATION

The SENCO, or Head of Senior & Junior School will liaise with a child's last or feeder school where pupils have previously been identified as having SEND. During their first term at Royal Russell, pupils with or without identified SEND are monitored by their Head of Year, Subject / Class Teachers and the SEND Team to identify need and appropriateness of provision.

Early identification of a student's special educational need is considered essential if progress is to be maintained or enhanced. It is important parents alert staff to any concerns as pupils can mask difficulties in many ways. The school will continue to monitor student progress in order to identify any SEND, which has not been recognised by the previous school or may have developed since joining Royal Russell.

Staff report any concerns regarding pupils and their ability to learn to the student's Form Tutor, Phase leader, Head of Year and the SENCO.

The SENCO may complete assessments to ascertain a difficulty. Results will be shared with parents and a plan for support discussed thereafter. Concerns expressed by parents will be acknowledged by the Class / Form Teacher, Phase Leader, Head of Year or SENCO.

The SENCO will then decide whether an assessment is required. Results from any assessment will be shared with parents, Head of Year and Form Tutor / Class Teacher. Parents should always liaise with the school prior to having an external assessment completed; not doing so could invalidate the assessment. External assessments are taken as advisory and will be used to inform the school's knowledge of a student. Pupils who have been identified as having a Special Educational Need or / and Disability will be added to the School's SEN register. The SEN register will be shared confidentially with all staff (teaching and nonteaching) via the School Intranet and ISAMS, so that the individual student's need is recognised and addressed appropriately and effectively. The register will give the following information: Name, tutor group / class, stage on the SEND Code of Practice (Sept 2014), need type, description and provision if applicable.

WHOLE SCHOOL MONITORING – Pupils have an identified need, which may or may not have been diagnosed by a specialist. They are supported in class by their class teacher / subject teacher through differentiation as required. The student will be recorded on the school SEND register as Whole School Monitoring.

SEND & Pastoral 1: Pupils have an identified need, which may or may not have been diagnosed by a specialist, that requires extra provision that is normally available to pupils of the same age. This could be in the form of a booster group. KS3 & KS4 pupils may access an Enhanced Literacy Group or the Curriculum Assistance Programme (C.A.P). Staff may seek additional advice from the Learning Enrichment department or Deputy Head People.

SEND & Pastoral 2: Pupils have an identified need, which may or may not have been diagnosed by a specialist, that requires different provision that is normally available to pupils of the same age. They are supported by the Learning Enrichment Department or Deputy Head People. They will be on the school SEND register and may have a student profile document (IP) in the Junior School / (ILP) in the Senior School.

SEND & Pastoral 3: Pupils have an identified need and a student profile document (IP) / (ILP). They will be on the school SEND register and have a student profile document (IP).

There is specialist involvement and / or an Education, Health and Care Plan (EHCP)/ Statement (ST) – the student has an EHCP or a statement of need.

PROVISION

All staff are teachers of special educational needs and through curriculum planning they aim to meet the learning needs of all pupils with quality first teaching. Teachers and support staff are aware of their responsibilities towards pupils with SEND a following procedures for identification and assessment of SEN, following a graduated response as outlined in the Code of Practice with the four-part cycle of Assess, Plan, Do, Review. If a student continues to make less than expected progress the SENCO may assess the student. The outcomes of this assessment will dictate the nature of further support, which may include:

- Further differentiation in the classroom
- Access to specific resources
- Pastoral support
- Additional specialist teaching
- Referral to external specialists where appropriate

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have an underlying medical condition or disability.

SOCIAL, EMOTIONAL & MENTAL HEALTH NEEDS

Emotional literacy is a crucial part of child development and well-being, and all aspects of this are considered. Behaviour is not classified as an SEN. If a child shows consistent unwanted behaviours, the class teacher / form tutor will assess the child's needs, considering family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g., bereavement, parental separation) we may refer to relevant outside agencies to support the family and child through that process. If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS (Child and Adolescent Mental Health Services), or the school may make a referral through an Educational Psychologist.

ACCESS ARRANGEMENTS

An Access Arrangement can be used for pupils whose Special Educational Needs or Disability are such that their performance may be impaired in assessment situations. Examples of the type of Access Arrangement that can be granted are:

- Additional time allowance and/or rest breaks
- Use of a computer reader
- A scribe
- Specially adapted papers (enlarged script / Braille)
- Text to speech / speech to text technology
- Laptop / Word Processor due to slow and/or illegible handwriting A word processor cannot be granted to a candidate because he /she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home.
- According to the regulations set out by the Joint Council for Qualifications (JCQ Exam Board) the criteria for extra time are that the student must have at least one below average standardised score of 84 or less which relates to an assessment of:
- Speed of reading
- Speed of reading comprehension

- Speed of writing
- Cognitive processing measures, which have a substantial, and long-term adverse effect on speed of working (working memory or phonological processing). In exceptional circumstances extra time of up to 25% may be awarded to a student where the assessment confirms that the student has at least two low average standardised scores (85-89) relating to speed of processing. Any application for Access Arrangements will require supporting evidence/information.

A learning need does not justify an Access Arrangement, and evidence must be submitted to prove that the difficulty would unfairly impair the student's performance while being assessed. Where evidence suggests that an Access Arrangement would be unjustified, the School reserves the right not to submit a request. The exam boards have strict criteria to adhere to when requesting Access Arrangements and evidence and recommendations must be provided by specific professionals holding qualifications to do so for example: Educational Psychologists, Occupational Therapists, Specialist Teachers holding qualifications recognised by JCQ whom MUST seek advice from the school to complete any assessment. The school must collate ongoing evidence of need to compliment any assessment. The School's Examinations Officer in liaison with the SENCO will coordinate the Access Arrangements procedure. HODs and HOYs may refer pupils to the SENCo for assessment for Access Arrangements, however this needs to be done as early as possible, so that evidence can be submitted to the exam boards well in advance of the final exam. Pupils deemed eligible for Access Arrangements should have the opportunity to pilot them prior to the public examinations. JCQ recommend that most Access Arrangements should be in place at the beginning of the course being followed. It is therefore important that teachers, pupils and parents highlight difficulties early on to enable Royal Russell School to follow the correct protocol. Plus, pupils must sign a data protection sheet to confirm agreement that their information can be shared with a third party for this purpose.

ACCESS TO EXTRA CURRICULAR ACTIVITIES

Royal Russell ensures that every child can access all activities and trips. Where reasonable adaptations can be made the school will make these. Our primary concern is always for the safety and well-being of all pupils and where it may be considered not safe for a child to take part in a specific activity this will be discussed with the child's parents. No child is excluded from a trip because of SEN, disability or medical needs.

TRANSITION ARRANGEMENTS

During the summer term KS1 & KS2 teachers from the Junior School arrange a comprehensive transition programme, which includes visits for the children at different times of the school day. Children entering our school from other settings throughout the year are given a tour of the school prior to starting, experience a taster day where they are introduced to key staff, plus parents are provided with a parents' guide to the school. Children are then assigned a 'buddy' who will familiarise the new child with routines and places within the school.

On transition to senior school, curriculum activities are planned to prepare children for the impact that change may have. Some children with SEND or attachment needs may require additional transition visits, either in small groups or individually or further resources to support the transition such as photographs of key staff and places, letters from the teacher, transition items such as a soft toy. Additional transition arrangements may be made e.g., extra visits, travel training etc.

PARTNERSHIP WITH PARENTS

The knowledge, views and first-hand experience parents have regarding their children are valued for the contribution it makes to their child's education. Parents are seen as partners in the educational process. The SENCO, other pastoral staff and class teachers are always happy to discuss any parental concerns. It is vital that any specialist assessments are shared with the SEND team. Initial enquiries about an individual child's progress should be addressed at first to the class or form teacher. Other enquiries can be addressed to Ms Cheryl Parry – Junior School Head of Learning Enrichment or Ms Kate El Asmar – Senior School SENCo.

PROFESSIONAL DEVELOPMENT

The SENCO is a member of the South Croydon Schools SENCO forum and meets quarterly in the area cluster to share knowledge, expertise and good practice. The department has active membership to NASEN and continually keeps up to date through CPD with recent educational developments. Royal Russell staff are given frequent opportunities to develop their knowledge of SEND.

COMPLAINTS

Royal Russell School has long prided itself on the quality of the teaching and pastoral care provided to all its pupils. If parents have a complaint this should be directed in the first instance to the Class Teacher / Form Tutor or SENCO who will treat the complaint in accordance with the school's Complaints Procedure, which is available on the school's website.

EVALUATION OF SEND AND INCLUSION POLICY

The SENCO reviews information on the implementation of this policy, and any changes to it. We have identified the following success criteria to evaluate effectiveness of the policy:

- The SENCO has termly meetings with the Deputy and Headmaster sharing student tracking data, SEN attainment and progress, and the SEN Action Plan
- The SEN register and Provision Maps are updated termly
- The register is up to date and easily accessible.
- All concerns are followed up quickly
- Parents are informed about all expressions of concerns
- All pupils will have their progress reviewed regularly
- All pupils are aware of their targets and what helps their learning
- All teachers and support staff are aware of the children's strengths and areas of difficulty.
- All teachers and support staff are aware of procedures
- There is evidence of individual student progress over time
- Resources are effectively used
- SEND issues are included in staff development planning
- All teachers are aware of their responsibilities

REVIEW

This policy will be reviewed annually and updated where necessary. The review will consider the effectiveness of identification and the efficiency of record keeping, resources and provision for pupils with SEND.

Reviewed by Ms Ruth Bannon: Deputy Head (Academic) & Ms Sarah Pain: Deputy Head (Pastoral) of Junior School and Ms Natalie Hart: Deputy Head People of Senior School and DSL, Mr John Evans: Headmaster of Junior School and Mr Chris Hutchison Headmaster of Senior School. Cheryl Parry, Head of Learning Enrichment in the Junior School and Ms Kate El Asmar: SENCO of Senior School.

Reviewed	March 2021
Reviewed and approved at EWC	May 2021
Approved by Board	June 2021
Next Review	March 2022

Appendix 1: Junior School Protocol for accessing Learning Enrichment & information

Junior School Staff Protocol for Accessing Learning Enrichment and SEN information

When staff need to access the Learning Enrichment department or find information about a pupil's SEND they will be supported by the Head of Learning Enrichment. Staff may need to obtain information or support pastorally in their role as an academic subject teacher. As part of Quality First Teaching, every teacher is considered a teacher of SEND.

Learning Enrichment Department staff:

Ms Cheryl Parry (SENCo) cparry@royalrussell.co.uk

How to discover if a pupil has SEND and an Individual Plan:

1. At the start of each academic term the Head of Learning Enrichment will have updated the SEND register and informed staff via email that it can be found on the Junior School Share point / Junior School Group / Academic / Learning Support / 2020 – 2021 - In this folder are the latest lists of learners who are being Whole School Monitored or have SEND needs. This folder is divided into 1. Autumn, 2. Spring and 3. Summer term.

2 Individual Plans (IPs) are also to be found here in Cohort folders (Pupil Files) and staff should familiarise themselves with the plans that affect pupils in their classes.

New SEND inquiries:

3. If a teacher has a concern that a student has a developing picture of need, they should complete a referral form – to be found on Share Junior School Share point / Junior School Group / Academic / Learning Support / 2020 – 2021 - A blank SEND & Pastoral Form is kept in this folder.

4. If a parent contacts a member of staff with a query pertaining to their child having a possible SEND the member of staff should inform the Head of Learning Enrichment who will then carry out any further discussion with parents.

5. As part of a SEND investigation teachers can expect to be contacted by the Head of Learning Enrichment to ask for feedback and information about a particular pupil's progress and attainment in their subject. This is an invaluable source of information and a response is expected from each relevant teacher.

Monitoring information:

6. Pupils are regularly monitored throughout the academic year. Termly Learning Success Review meetings provide an overview of attainment and progress in every class and highlights target areas to support for individuals.

7. A Learning Enrichment provision map of whole school interventions is monitored for impact termly by the head of the department.

8. During the Admissions process, the Head of Learning Enrichment may meet with external pupils and assess need.

9. Low scores and or previous SEND involvement may mean a particular pupil is on the Whole School Monitoring (WSM) list for a term, joins a booster group or receives specialist intervention from the Head of Learning Enrichment.

10. A profile of low scores across several terms may lead to external advice being recommended or parental permission being sought for an internal screening. External reports and results from internal screening will be shared between parents and the Head of Learning Enrichment.

Access Arrangements:

1. Having a SEND does not always mean that access arrangements are required. The JCQ require a file of evidence that shows a picture of need, a medical letter, a professional diagnosis of difficulty e.g. 25 % extra time, word processor, computer reader or scribe.
2. In the case of external exams a score of 84 or below in standardised scores is mandatory.
3. For certain SEND such as ADHD, physical disability etc medical diagnosis is required in order to apply for access arrangements based upon a medical need.
4. Staff should liaise with the Learning Enrichment department if they believe access arrangements might need to be investigated.

Appendix 2: Senior School Staff Protocol for Accessing Learning Enrichment and SEN information

When staff need to access the Learning Enrichment department or find information about a pupil's SEND they will be supported by the SENCo and Access Arrangements Co-ordinator. Staff may need to obtain information or support either pastorally in their role as a House Tutor or as an academic subject teacher. As part of Quality First Teaching, every teacher is considered a teacher of SEND.

Learning Enrichment Department staff:

- Kate El-Asmar (SENCo, Head of Learning Enrichment & Curriculum Assistance Programme) kelasmar@royalrussell.co.uk
- Sue Lower (Exams Access Assessor, Assistant SENCo) slower@royalrussell.co.uk

How to discover if a pupil has SEND and an Individual Learning Plan (ILP) and/or an Individual Welfare Plan (IWP):

1. At the start of each academic term the SENCo/Access Arrangements Co-ordinator will have updated the SEND register and informed staff via email that it can be found on the Staff Shared Area- SNR staff- ILPS/IWPs-SEND information for staff - in this folder are the latest lists of learners with SEND/Internal Access/External Access Arrangements.
2. Individual Learning Plans (ILPs) are also to be found here in Year group folders and staff should familiarise themselves with the plans that affect pupils in their classes
3. Individual Welfare Plans (IWPs) are also to be found here and staff should familiarise themselves with the plans that affect pupils in their classes.

New SEND inquiries:

4. If a teacher has a concern that a pupil has a developing picture of need, they should complete a referral form – to be found in shared area-snr staff-ILPs/IWPs-SEN Information for Staff- “Recommendation for access arrangements” and submit this with class-based evidence such as incomplete work/assessments/handwriting etc for further investigation.
5. If a parent contacts a member of staff with a query pertaining to their child having a possible SEND the member of staff should inform the SENCo who will then carry out any further discussion with parents.
6. As part of a SEND investigation teachers can expect to be contacted by the SENCo to ask for feedback and information about a particular pupil's progress and attainment in their subject. This is an invaluable source of information and a response is expected from each relevant teacher.

Screening information:

7. Pupils are regularly screened by the SENCo and the Access Arrangements Assessor at these points in the student's academic journey. All new pupils are screened on entry to Royal Russell in September, irrespective of year group. Y8 and Y9 are both screened again in the Summer term of that year group. Staff can request information about their pupils screening scores if they have concerns.
8. Low screening scores and or previous SENCo involvement may mean a particular pupil receives additional 1:1 support from the SENCo either on a termly or yearly basis

according to need. In KS3 the pupil may be withdrawn from TP, Music or Drama. At KS4 sessions are provided after school or at lunchtime so academic lessons are not disrupted.

Access Arrangements:

9. Having a SEND does not always mean that access arrangements are required. The JCQ require a file of evidence that shows a picture of need, a medical letter, a professional diagnosis of difficulty.

10. In the case of external exams a score of 84 or below in standardised scores is mandatory.

11. For certain SEND such as ADHD, physical disability etc medical diagnosis is required in order to apply for access arrangements based upon a medical need.

12. Staff should liaise with the Learning Enrichment department if they believe access arrangements might need to be investigated.