



A major aim at Redmaids' High Junior School is to respond to every child's individuality and to realise the potential of each child. We aim to develop the academic ability of pupils from many different backgrounds and cultures and to fulfil their potential by equipping them with the skills and knowledge to succeed in a changing world. We recognise that some pupils experience difficulties in their learning or have a disability that hinders them from making the same progress as most children of their age. Others may need temporary help to develop their language skills if English is not their first language. We also recognise that some pupils need different provisions made for them because they advance much more quickly than most children of their age.

Aims

1. To fulfil the academic ability of all pupils;
- To ensure each pupil develops to their full potential;
 - To maintain good self-esteem and develop self-efficacy in each pupil.

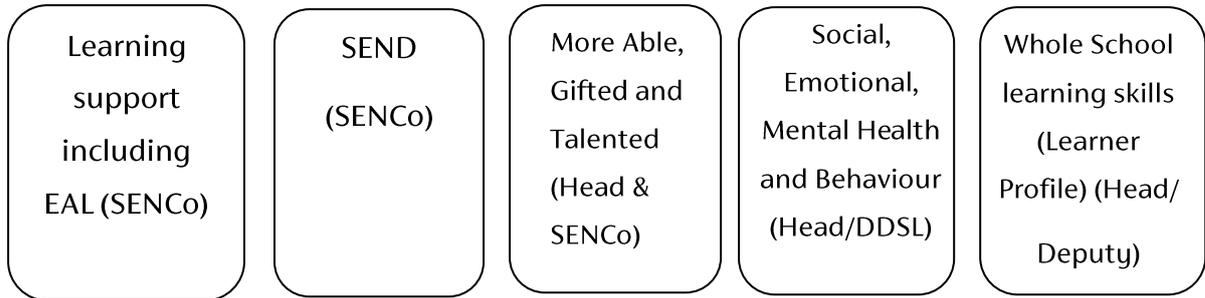
Objectives

- To identify and provide high quality provision for pupils who have special educational and additional needs;
- To work within the guidance provided in the [Special Educational Needs and Disability Code of Practice 0-25 years 2014 \(SEND Code 2015\)](#);
- To provide support and advice for all staff working with pupils with special educational needs.

Structure

Support for pupils with Special Education Needs and/or Disabilities is one strand of learning. Enhancement at Redmaids' High Junior School. The full structure can be seen below:

Learning Enhancement (overseen by the Headteacher)



Key personnel

Headteacher	Mrs L Brown
SENCo	Mrs L Bury
Learning Enhancement/Specialist teacher	Mrs G Wakelin
Mental Health and Wellbeing Co-ordinator	Mrs G Badger
SEND Governor	Mrs G Rowcliffe

Details of the provision for gifted and talented students can be found in the Code of Practice for More Able. Further policies for EAL and Behaviour are available on the school website.

Identifying Special Educational Needs

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child or young person has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age, or has a disability that prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is that which is additional to, or different from, that made generally for other children or young people of the same age. (Special educational needs and disability code of practice: 1 to 25 years, July 2014, Introduction xiii, xiv, xv).

At Redmaids' High Junior School, class and subject teachers provide for all pupils through personalised teaching. If a pupil does not make adequate progress following in-class intervention and high-quality personalised teaching, then they may be identified as having SEN, and categorized as needing SEN Support.

There are four broad areas of special educational need

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

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

- Poor attendance and punctuality
- Health and welfare problems
- English as an additional language (EAL)
- Being in receipt of pupil premium
- Being a looked-after child

A graduated approach to SEN support

The SENCo is responsible for keeping the records relating to pupils with individual educational needs up to date, and for co-ordinating all review procedures.

A pupil will be added to the SEND register when they have a learning difficulty or a disability which requires special educational provision to be made for them. The SEND register can be found on SharePoint.

A pupil will only be placed on the SEND register when high quality, personalised teaching coupled with appropriate interventions has not led to the pupil making adequate progress. Every teacher is expected to anticipate individual learning needs and to help overcome barriers to learning by following the 'assess, plan, do, review' process.

The class or subject teacher should routinely assess the needs of each pupil, drawing on baseline data, assessments, experience of the pupil and parental input. The subject teacher should plan targeted learning support for pupils and take full responsibility for their progress.

Targeted learning support may include: differentiated work within the classroom, small group reinforcement of topics with a TA or specialist teacher, one-to-one support from the class teacher, TA or parent volunteers, supplementary work to be carried out at home.

Should a concern be on-going, despite targeted intervention by the class teacher, then Special Educational Needs support may be considered. The specialist teacher may administer a fuller assessment using specialist tests. This may result in parents being advised to obtain a formal diagnosis

for dyslexia or other specific learning difficulty, either via the specialist teacher or from an outside specialist. A formal, written report from the specialist teacher will incur a cost. Should concerns over progress remain following this graduated response, it may be appropriate to initiate an application for an Education, Health and Care (EHC) Plan via the pupil's local education authority.

The class or subject teacher remains responsible for working with the pupil and they should work closely with any teaching assistants or specialist staff involved.

All pupils on the SEND list have an Individual Education Plan (IEP). These are drawn up in consultation with staff, parents and the pupil, and are reviewed twice-yearly. Any pupil with an Education, Health and Care (EHC) plan will be similarly assessed and reviewed annually.

All pupils who require additional support with their learning (either in or out of class), including those with English as an Additional Language, will be included on the overall learning support list.

Managing pupils' needs

During their first year at RHJS, all pupils from Year 3 onwards undertake two computerized screening tests: InCAS, which gives a picture of current performance in the core skills and developed ability, and a baseline dyslexia screening test. These assessments can give an early indication of potential learning difficulties. Pupils' progress is regularly monitored so that special educational needs can be identified as early as possible.

- Pupils achieving at risk scores on the InCAS or dyslexia screening, and/or those who are identified by class or subject teachers as needing further investigation are assessed individually by the specialist teacher using a range of standardised tests;
- A report from an educational psychologist or other specialist may be advised when further specialist assessment is required to identify particular areas of need e.g. dyslexia or other specific learning difficulties;
- In addition, staff may highlight pupils throughout the year on a Record of Concern on SIMS;
- Pupils with EAL will be assessed within their first month in school and placed on the EAL list, according to individual need;
- Should a pupil require special provision they will be categorised under one or more of the four subsets of SEN Support (see above);
- This special provision may include individual support lessons with one of the school's specialist teachers;

- This specialist tuition is usually for 30 minutes per week (as agreed with parents and class teachers) and pupils are withdrawn from the class on the same basis as for peripatetic music and drama lessons - on a rotating timetable during the school day (starting from 8 am). This incurs an additional cost for parents. In some cases, pupils will arrange this tuition outside of school hours with an independent specialist teacher. We draw up IEPs for these pupils and liaise, if possible, with their private tutors;
- Pupils and parents can be involved in the implementation of the IEP;
- All staff plan their lessons in ways that will encourage the participation and learning of all pupils, with differentiated learning opportunities;
- Each pupil on the Special Educational Needs Register is closely monitored by their class teacher and the SENCo. IEPs are reviewed every six months and parents/carers are regularly consulted and informed about their child's learning;
- Should the school identify that a pupil requires additional funding and support from the Local Authority, or following a request from parents/carers, then the SENCo will apply to the appropriate Local Authority by completing an application for an Education, Health and Care Plan. Parents and pupils will be involved in the completion of this paperwork at all stages.

Children with a noted learning difficulty or disability may require specific arrangements in formal tests and examinations in order to show their full potential. For example, they may require a measure of extra time to complete tests, or they may require a reader or a scribe, or other individual arrangements. These access arrangements will be decided according to an individual child's needs, and will mirror their normal way of working in class – e.g. extra time will be given if the class teacher has observed that they regularly need longer to process information than other pupils or if they have scored below average in any relevant standardised tests. Extra time is not given for the computerized InCAS or screening test, or any Verbal Reasoning tests, as they are baseline assessments which can themselves be a useful indicator of learning difficulties.

Training and resources

Updated information regarding pupils on the SEND register is shared with all staff at the beginning of each term, or according to need. Regular in-service training is provided to staff by the SENCo.

Storing and managing information

Documents pertaining to SEND are stored on SharePoint and on SIMS. Any confidential paperwork is stored securely in the Headteacher's office. SEND records are kept in line with current regulations.

Lisa Brown/ Grace Wakelin/Gilly Rowcliffe Summer term 2023

Review date Summer term 2024