

Special Educational Needs and Disabilities (SEND) Policy

Date of adoption: 28.02.25 –
28.02.2027

Person responsible: SENDCo

Definition of Special Educational Needs and Disabilities

In this policy 'Special educational needs' refers to a learning difficulty that requires special educational provision.

The SEN Code of Practice (DoE. June 2014) and part of The Children and Families Act 2014 states that children and young people have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority; and
- c) Are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

The definition also includes children and young people who have SEN and a disability under the Equality Act 2010. This is where there 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".

Compliance

This policy complies with the statutory requirement laid out by the SEND Code of Practice 2014 and has been written with reference to the following guidance and documents:

- SEND Code of Practice 2014.
- Special Educational Needs Information Regulations September 2014.
- Dyslexia Friendly School Policy
- SEND Transition Document.
- Safeguarding & Child Protection Policy and Guidance September 2024
- Statutory Guidance on Supporting Students with Medical Conditions April 2014.
- Equality Act 2010: Advice for schools DfE Feb 2013.
- Accessibility Plan 2025
- Rushcliffe Spencer Academy Teaching and Learning Policy
- Rushcliffe Spencer Academy Orchard Centre Policy
- Careers Policy

Special Educational Needs and Disabilities (SEND) at Rushcliffe Spencer Academy

Rushcliffe Spencer Academy is an inclusive setting where all pupils are given the chance to Shine Brightly.

We aim to ensure that SEND pupils' needs are met within a mainstream setting. We value the abilities and talents of all our pupils and are committed to supporting every child as an individual.

To do this, SEND resources are distributed efficiently and fairly. This enables teaching staff to utilise resources of the learning support assistant.

It is important that a pupil's additional needs are identified. We have access to specialist assessors for specific learning difficulties and we follow this support with regular communication with class teachers with regards to specific strategies that will benefit each individual pupil. We aim to ensure that all pupils have access to a suitable curriculum pathway that suits his/her specific needs and strengths. We guide and encourage our pupils to feel they have ownership over their choices and curriculum. It is for this reason that pupils' voice is essential when considering personalised pathways and specific approaches to differentiation. Communication between parents/carers, pupils and staff at Rushcliffe Spencer Academy is central to ensuring that all decisions made are in the best interests to ensure pupil success.

Rushcliffe Spencer Academy SEND objectives

- Identify when pupils may have special educational needs and offer guidance to teaching staff to inform individualised differentiation.
- Deploy SEND resources fairly and efficiently to make appropriate provision for pupils to access the curriculum fully.
- Ensure that there are strong communication links between parent/carers, pupils and staff at Rushcliffe Spencer Academy.
- Work closely with outside agencies when appropriate.
- Monitor and evaluate the progress of pupils with SEND to ensure that suitable interventions take place when needed.

SEND provision

Rushcliffe Spencer Academy recognises a range of special needs including:

- Cognitive and Learning Difficulties.
- Social, Emotional and Mental Health Difficulties.
- Communication and Interactive Difficulties.
- Speech and Language difficulties.
- Sensory and Physical Difficulties.
- Physical and Medical Difficulties.

The school has a range of specialist SEND facilities in place, these include;

- Access to ICT and Technology to support pupils with Specific Learning Needs.
- Appropriate curriculum options available to pupils at all key stages.

School roles and responsibilities Role of the Governors

The Governing body, in co-operation with the Principal and the SENDCO, determines the school's SEND policy and approach to provision for children with SEND. The governors oversee that the SENDCO meets the needs of the pupils at Rushcliffe Spencer Academy. They have a responsibility to ensure that there is a fair and even distribution of resources and that all staff have appropriate quality teaching that includes in class differentiates.

Role of the Head Teacher

The Principal has responsibility for overseeing the day-to-day management of SEND. This involves working closely with the SENDCO to understand the provision available for pupils with SEND, ensuring that the governing body are kept fully informed and supporting the faculty with resources and staff training.

Role of SENDCO

The SENDCO has a responsibility to ensure strategic policy and practice at Rushcliffe Spencer Academy reflects SEND issues in order to enable pupils to make progress. The SENDCO also manages and leads the day to day running of the SEND faculty.

The staffing structure for SEND

The SENDCO for Rushcliffe Spencer Academy is Ms S Desai (SENDCO) who ensures that the SEN Code of practice is adhered to. Ms S Desai is also an Assistant Principal.

The overview structure of the department can be found in Appendix A.

Arrangements for co-ordinating SEND provision

The SENDCO and Assistant SENDCOs will hold details of all pupils with SEN plans and subject targets. All staff can access useful documents on the school intranet/SIMS/Synergy such as:

- Rushcliffe SEND Policy.
- Dyslexia policy.
- A copy of the full SEN register, SEN monitoring list, dyslexia register and lists of pupils who receive Exams Access Arrangements.
- Information on individual pupils' special education needs, including action plans set during parent/carers meetings, pupil voice comments and other pupil profiles.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.

Identifying Special Educational Needs: a graduated response.

Pupils are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching (SEN Code of Practice 2014). Once this has been identified, appropriate and accurate provision will be allotted to help support the student and to enable progress both academically and pastorally.

Each pupil is an individual, therefore there must be a specific pathway for identification of needs. We do not aim to categorise pupils, instead we endeavour to understand the intricacies of each pupil and how their learning needs develop through their secondary education. However, there is a basic structure (Assess, Plan, Do, and Review) that we will follow which is identified by the SEN Code of Practice 2014. Details of our procedure can be found in Appendix B.

Referral for Education Health and Care Plan

If a pupil has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which can be requested by the school or by the parent/carers. This will occur where the complexity of need or lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning and identifying resources, is required.

The decision to make a referral for an EHC Plan can be at a SEN review meeting. Information about Education Health and Care Plans can be found in Appendix C.

Partnership with Parent/carers

Rushcliffe Spencer Academy recognises that a pupil's progress will be diminished if their parents/carers are not seen as partners in the educational process. It is recognised that parent/carers have unique knowledge and information to impart about their children. We encourage parent/carers to be fully involved in their child's education and we take their views into account. Parent/carers are invited to reviews and we aim to offer needs specific workshops for parent/carers in order to further strengthen the support network for the pupils.

Supporting the Transition of Special Educational Needs pupils

Periods of transition for pupils with SEND can be very stressful and challenging for them. Therefore, Rushcliffe Spencer Academy ensure that each pupil has an individualised program of support which aims to enable them to reach their academic potential and prepare for their future economic wellbeing and careers.

For further details on strategies used to support differentiation at Rushcliffe Spencer Academy, see Appendix D.

Exams Access Arrangements (EAA)

If there is a concern that a pupil has a need which is impacting on their ability to complete exams at the same speed as their peers or in line with predictions and expectations, we will refer to a specialist assessor in order to see if they qualify for EAA.

The SENDCO has a responsibility to ensure that all Joint Council of Qualifications (JCQ) regulations are met in full. This means that those that are entitled to support in examinations must receive it in all assessments. It

must be their 'normal way of working'. It is also the SENDCo's responsibility to ensure that teaching staff are evidencing this need in regular assessments.

Assessments for exams are as follows:

- GCSE Year 9 or the start of Year 10.
- A Level start of Year 12.

Special Educational Needs Register

- Teachers are regularly informed about pupils with special educational needs and how best to support them.
- Practical advice and information are shared to enhance the learning of SEN pupils in lessons.
- The level of provision offered to each pupil will depend on their needs at the time. We aim to deploy our resources fairly and efficiently.
- Early Help Assessment Form is available if a pupil is at a crisis point. The purpose of this form is to access external agencies in order to support a pupil in need. This process can be started and managed by any educational, medical or social professional. It is an inter-agency approach. Through the school inclusion meeting other referrals for wider help can be made.

The SEN Register

The SEN register exists at 4 levels: Education, Health and Care Plan (E); K- SEN support; M - Monitoring low level; D- Dyslexia.

Allocation of Resources and Specialist SEN Provision

Rushcliffe Spencer Academy aims to distribute resources fairly and efficiently. See Appendix E for how funding is received.

SEND In-House Training for staff

There is an on-going programme of staff training in special educational needs coordinated by the SENDCO for both teachers and LSA's. Training is both in-house and external using specialist providers.

Ensuring Access to a balanced and broad curriculum

Rushcliffe Spencer Academy supports SEND pupils to achieve their potential via a curriculum pathway which best meets the pupil's needs, aspirations and desires within a mainstream school. Reviews of the appropriateness of the curriculum take place and where necessary adaptations may be made.

To ensure that pupils have access to a broad and balanced curriculum that meets the needs of pupils with SEND, the school utilises several strategies. Such as:

- Literacy support with the Literacy Teacher.
- A range of vocational subjects.

Rushcliffe Spencer Academy will always aim for pupils to work towards GCSE qualifications at some level. However, we offer pathways where appropriate. These are discussed in conjunction with the SENDCO, Senior Leadership Team, parent/carers, pupils and teaching staff.

External agency links to support pupils with SEND

The school works in partnership with a range of specialist support services:

- The Pupil Wellbeing lead and the School Counsellor provides emotional support to named pupils.
- Schools and Family Specialist Service specialist teachers and TAs offer support and advice to the school, assess needs of referred pupils and provides appropriate training.
- Visual/Hearing/Physical Needs Support Services offer support and advice to pupils with physical disabilities, hearing or visual impairment and to the staff who teach them.
- The Educational Psychologist services support and advice to the school and parent/carers on how to make progress with specific pupils.
- Parent/carer Partnership Group works with parent/carers offering advice and support especially about the issuing of statements.

- Impartial careers advice is available for transition planning.
- Attendance officer can be referred to if there are concerns about attendance.
- Social Care referrals.
- Child and Adolescent Mental Health Services (CAMHS) offers supports for referred pupils who have emotional health difficulties
- The Orchard Centre at Rushcliffe Spencer Academy
- The Health-Related Team
- Family Services

Links with Other Mainstream Schools

Links between mainstream schools are maintained in a number of ways, these include:

- Family SENDCO meeting which takes place once per term.
- Attending Year 6 (or earlier) pupils' reviews
- Visiting primary schools to gather information about the incoming Year 7.

Monitoring and Evaluation of SEND

It is important to ensure that the support that we offer at Rushcliffe Spencer Academy is consistently outstanding. In order to do this, there is a quality assurance structure in place. This involves:

- SLT and SENDCO visits to faculties in order to assess the quality of support in specific subject areas.
- SLT and SENDCO observations of classroom support.
- SENDCO observations of small group support.
- Use of Parent/carers Voice, Pupil Voice as well as canvassing views of teaching staff in order to establish the quality of communication and support offered.
- SEN pupil monitoring. This will be in the form of data analysis from Head of Faculty, Heads of Year, attendance statistics and Senior Leadership Team overview of SEND progress.
- The outcomes of monitoring and evaluation of the SEN department will be used to inform the Faculty Improvement Plan and appraisal targets.

Storing and Managing information

All SEN documents are stored confidentially and securely primarily on the safeguarding system CPOMS and electronic pupil files. All other documents are stored in the Pupil Support unit. Documents of pupils who have left Rushcliffe Spencer Academy or who have been removed from the SEN register are stored securely in the Archive Room for DOB+25 years. All confidential files are stored either at Rushcliffe Spencer Academy or the Country Archive for DOB+70years.

Support given to ensure pupils with SEND engage with other pupils

Rushcliffe Spencer Academy is committed to the principle of inclusion for all pupils, including those with special educational needs. All pupils have the opportunity to join any school activity including extracurricular activities. The learning support department is open to all pupils before and after school. Pupils with SEND are encouraged to take part in the school day. SEND students are encouraged to participate in all trips, excursions and extracurricular activities.

Accessibility and Admissions Arrangements

See the Accessibility Plan. The school has a Disability Access Plan based on the disability Code of Practice (2002). This ensures all new builds take into account the need for disability access.

See the Admissions Policy. The admissions arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN, those with EHC plan and those without.

Complaint's procedures

Complaints about SEN provision within the school will be investigated initially by the SENDCO who will report back to the complainant. If the complaint is not resolved, it will be considered by the Deputy Principal with direct line management of the SENDCO, the Headteacher or the Governor with responsibility for SEN. Should the case remain unresolved it will be transferred to the normal school complaints procedure.

A complaint made will be addressed within 5 working days.

Evaluating Success of the SEND Policy

The SENDCO will be responsible for co-ordinating an annual review of the success of the policy. This will consider to what extent the policy objectives have been met; feedback may be sought from staff, pupils, parent/carers/carers and external support agencies used by the school. A summary of the review and its findings will be given in the annual Governors' report to parent/carers.

Practice will be deemed successful if we see pupils gaining confidence, self-esteem and making progress.

Useful websites and resources

SEND Code of Practice 2014

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

SEND Guide for Parent/carers and Carers 2014.

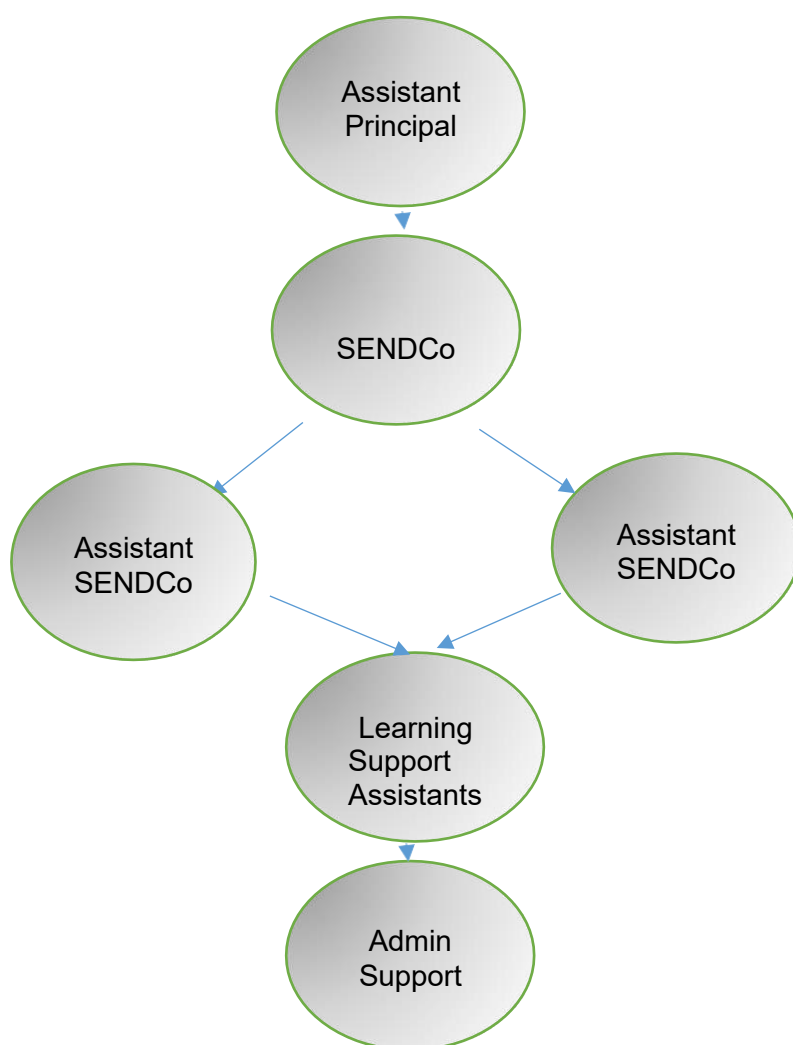
<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Nottinghamshire City Council SEND Service

<http://www.nottinghamcity.gov.uk/article/22025/Special-Educational-Needs-SEN-Service>

Appendix A Roles and Responsibilities

- Whole School Coordination eg teaching, learning and quality assurance of SEN provision
- Strategic Planning overseeing and coordinating SEN resources and provision including intervention and policies. (SEN or others in relation to SEN)
- Managing Funding ensuring monies are available and allocated to maximise provisions for pupils with SEN.
- Monitoring and Evaluation monitor the schools SEN policy and practice.
- Managing and Training Staff – to ensure training is available to support a better and clearer understanding of pupils with SEND.



Appendix B - A Graduated response

When a need is identified, it is always the responsibility of the class teacher (with support from the SEND faculty) to offer high quality teaching and individualised differentiation to meet the needs of that pupil. Rushcliffe Spencer Academy regularly reviews the quality of teaching. Pupils that are at risk of underachieving are tracked closely both by subject faculties and the SENDCO. If this intervention does not have a big enough impact, the SENDCO will follow a Graduated Response.

Assess

The SENDCO will work closely with the parents/carers, pupils, pastoral and teaching staff to gather information about any learning needs for the pupil in question. If appropriate, support will be put in place to support the learning of the pupil and reviewed regularly. If there is no improvement, the SENDCO may choose to access specialist assessors or other professionals outside of our setting.

Plan

If it is decided to offer SEN support to a pupil, their parents/carers will be notified.

When planning for appropriate support, it is important that all relevant parties (pupil, parents/carers, SENDCO always be taken and outside agencies) agree on the desired outcomes for the support. A pupil's view on their support will into account. At this stage, the SENDCO and Assistant SENDCO may introduce a Pupil Profile.

Do

A subject teacher is always responsible for the education and progress of a pupil with SEND on a day to day basis. This will be supported with the expertise of the Learning Support Department

Review

Reviews will always take place in line with a date agreed at the planning stage of the process. The SENDCO may involve and Assistant SENCO will evaluate the quality of the provision and its impact on a pupil's development. This reviewing a Pupil profile which would directly involve the pupils and the parents/carers.

Appendix C Education, Health and Care Plans

The application for the Education, Health and Care Plans will combine information from a variety of sources including

- Parent/carers
- Teachers
- SENDCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC plan. Parent/carers have a right to appeal against a decision not to initiate a statutory assessment leading to an EHC plan

For further information about EHC Plans see www.nottinghamshire.sendlocaloffer.org.uk

Or by speaking to an Education, Health and Care Plan Co-ordinator on 0115 804 1275

Or by contacting Ask Us Nottinghamshire on: 0115

804 1740 or enquiries@askusnotts.org.uk

Education, Health and Care Plans (EHC Plan)

Following Statutory assessment, an EHC Plan may be provided by Nottinghamshire County Council. The school and the child's parent/carers will be involved in developing the plan

Parent/carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once an EHC Plan has been completed and agreed, it will be reviewed at least annually by staff, parent/carers and the pupils. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put into place, for example, reducing or increasing levels of support.

Appendix D Transition

KS2/3

Assistant SENDCO attend primary school reviews where possible. This builds a relationship with the primary school and enables Rushcliffe Spencer Academy to ensure that all staff have appropriate knowledge and training for any future pupils. Parental input is vital when determining a program of support for SEND transition. Pupils will be offered a range of strategies to help their transition. These may include additional visits to Rushcliffe Spencer Academy and outreach support from Rushcliffe SEN staff.

KS3/4

We are committed to ensuring that each pupil at Rushcliffe identifies the most appropriate curriculum pathway for their needs, strengths and future aspirations. With that in mind, an individualised Bright Day is offered to pupils who may choose different options for KS4 qualifications. Parents/carers are also offered an opportunity to be part of the decision process.

KS4/5

When preparing pupils for post 16, it is important that they are made aware of any options available to them. If they chose to continue their education at Rushcliffe Spencer Academy, the SENDCO will work closely with the Assistant Principal responsible for sixth form to ensure that pupils make appropriate decisions about A Level subjects according to their needs and offer support in post 16 education.

To support pupils following non A Level pathways, the SEND department will work closely with the pupils and their parents/carers to consider potential options. If appropriate, a LSA will accompany a pupil on a visit to a post 16 education provider and work closely with their SEND department in order to ensure that the transition will be successful.

KS5/Further Education

The transition into University or other further education providers can be the most challenging period of transition for pupils with SEND. With that in mind, the SEND department and Head of 6th form will work closely with the pupil support services of any relevant institution in order to support a smooth transition. This may involve supporting a pupil with making informed choices collaboratively with parents/carers.

Appendix E Funding

Funding is based on pupils meeting a specific criteria. Therefore, some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Local Authority.

For those with most complex needs, additional funding is retained by the local authority. The Family SENDCo will refer individual applications to a multi- agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meet the threshold for this funding.

Funding for SEN provision is provided directly to the school through the Nottinghamshire Education Committee's formula. The key elements are:

- The overall "Age-Weighted Pupil Unit" (AWPU)
- Additional School Needs (ASN)
- Additional Family Funding (AFN)
- High Level Needs Funding (HLN)

Funding is allocated after family moderation meetings annually.

The resources of the support faculty include:

- Support staff
- Specialist equipment
- External support agencies including Visual Impairment Service, Hearing Impairment Service, Inclusion Support Service, Educational Psychologist, Autism Team and Community.
- Rushcliffe Spencer Academy have members of staff who specialise in specific SEN needs. As a result, there is a lot of inhouse expertise which supports whole staff development. LSAs have gained their knowledge by attending courses that have been appropriate to their specific roles. Rushcliffe Spencer Academy are committed to whole staff development.