

# Special Educational Needs Policy

Approved by **RET Board**

Approved on **March 2024**

RET contact **Headteacher**

Revision due **Every 2 years**



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## 1. Strategic Framework

- a. This policy is adopted to ensure the RET approach to assessment:
  1. is in line with our vision and ethos, and compatible with our other key policies
  2. meets statutory requirements and pays due regard to legislation under the 2014 Children and Families Act
  3. supports 'Outstanding' teaching
- b. The Governing Body affirms the following principles:
  1. The education of all students is of equal value, irrespective of learning difficulties or physical disabilities.
  2. All staff are expected to include and engage students with special educational needs and disabilities.
  3. All students with special educational needs and disabilities join in mainstream activities so long as those are appropriate for the young person concerned, remain compatible with the education of other class members and comply with the need for efficient deployment of school resources.
  4. Staff are committed to a partnership with parents and relevant external agencies with the intention of addressing the needs of students who have been clearly identified and assessed.

## 2. Professional Structures

- a. Whilst the Headteacher ensures the effective implementation of the SEND Policy, the SENCO is responsible for co-ordinating, monitoring and evaluating the provision for additional educational needs (special educational needs, the needs of those with disabilities together with able and gifted needs) across the school.
- b. This is achieved in collaboration with staff by:
  1. Monitoring, evaluating and reporting on provision for students with additional needs.
  2. Identification and delivery of enhanced learning provision for students and training for teachers and support staff.
  3. Oversight and maintenance of resources for SEND.
  4. Effective partnerships with parents and external agencies, including regular meetings with parents and consistent communication.

## 3. Operational Guidelines

- a. The school follows the guidance contained in the SEND Code of Practice and recognises the definition of SEND as those students who have a significantly greater difficulty in learning than the majority of others of the same age and that some students may have needs that fall within or across four main areas:
  1. Communication and Interaction.
  2. Cognition and Learning.
  3. Social, emotional and mental health difficulties
  4. Sensory and/or Physical needs.
- b. Whenever possible, special educational needs and disabilities are met within the mainstream classroom and based on use of appropriate teaching strategies. Please see our Ordinarily Available Provision in Appendix A. Students may have additional in-class support and it may be necessary for some students to withdraw from some mainstream classes for the purpose of attending individual or small group work. Such support may be provided by teaching staff or external agencies working closely with the school.
- c. Students with defined special educational needs and disabilities are supported and monitored under the new Code of Practice through School Support as follows:

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1. A provision map is created if the student:
  - Makes little or no progress even when the classroom strategies are targeted to particular needs.
  - Shows difficulty in developing literacy and/or numeracy skills.
  - Shows persistent social, emotional or mental health difficulties which are not addressed by the School's Pastoral Support System.
  - Has physical or sensory problems despite use of specialist equipment.
  - Has communication and/or interaction difficulties leading to little or no progress.
2. Progress is monitored on a regular basis and parents contacted at least three times a year to ensure they are fully involved in the support measures being used by the school.
3. If there is continuing concern about progress the school will
  - Identify of fresh targets following liaison with staff, external agencies and parents.
  - Amendment of provision to address ways of achieving the fresh targets.
- d. An Education, Health, Care Plan (EHCP) may be appropriate where there is evidence of complex needs. Requests for statutory assessment are made via the Local Authority and may be requested by the school or parents. This may or may not result in the issuing of an EHCP.
- e. The LA SEND strategy and Local Offer is a key document to inform decisions about needs and provision (including involvement of outside agencies) and to monitor the progress of individual students.
- f. Students may require support in the form of a word processor – please see Appendix B: Student Use of Word Processors – Procedure.

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## Appendix A

### Ordinarily Available Provision - Procedure

#### 1. Rationale

- a. The SEN Code of Practice states: High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN (6.37, page 99).
- b. Quality First Teaching or Ordinarily Available Provision is the delivery of teaching practices within the classroom to support all students, including those with SEN, and it includes adaptations to help all students make progress.
- c. This document outlines the Trust's approach to deliver Ordinarily Available Provision, which is delivered from whole school budgets, including the notional SEN budget.

#### 2. Procedure

- a. Teachers should follow the Trust's Learning and Teaching Policy and follow school procedures for planning and delivering lessons, and assessing progress, as outlined in each school's handbook or in specific learning and teaching documents, for example: 'Becket Keys 5'.
- b. Staff will receive training on the above during their induction and in planned INSET sessions during each school year. These sessions will also include how to make adaptations and initiatives outlined in the school's development plan.
- c. Each school, via training and line-management, will ensure all staff adhere to the Department for Education Teacher Standards.
- d. Student progress, delivery of lessons and, therefore, Ordinarily Available Provision will be assessed in performance management lesson observations using the Trust's lesson observation form, which sets out clear expectations on secure practice.
- e. Ordinarily Available Provision will also be assessed through learning walks, book looks and data analysis.
- f. Each Trust school website outlines the school's approach to teaching students with SEN and intervention and support that goes beyond Ordinarily Available Provision. This is the local offer accessible via the following links:
  1. <https://www.bristolreeschool.org.uk/sen>
  2. <https://www.becketkeys.org/send>
  3. <https://www.kingsschoolhove.org.uk/send#>
  4. <https://www.standrewtheapostle.org.uk/sen>
  5. <https://www.turinghouseschool.org.uk/local-offer>
- g. School SENCOs should be familiar with their Local Authority's local offer and its guidelines on supporting students with SEN in the classroom.

#### 3. Practice

- a. All Trust schools set out their overall Curriculum Vision and Intent, and each subject does the same, indicating what we want learners to learn and be able to do and how we will implement this vision/intent.
- b. The online curriculum for each subject informs students and their parents/carers of the content that will be delivered.
- c. Department Schemes of Work (SOW) form the basis for lesson planning, and these are developed by schools with support from Trust subject networks.

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## 4. Planning

- a. For students with SEN, lessons outlined in SOW should be adapted to meet needs where appropriate, making 'reasonable adjustments so that they can fully participate, are not treated 'less favourably' and make progress at the same rate as their non-SEN peers.'
- b. Student profiles outline adaptations to planning and that will be implemented in lessons. Teachers and support staff access these through Bromcom or directly through Edukey. These profiles should be referenced during lesson planning or printed and used alongside class seating plans. Profiles will either be available electronically or printed and securely stored in a pink folder. Good practice is for teachers to use an annotated seating plan indicating the students' needs.
- c. NASEN Teacher Handbook (link below) is an excellent tool for supporting planning in each subject.
- d. Where OAP is not sufficiently meeting need, teachers should follow their school's procedures to refer students to their SEN department.

## 5. Links to Other Policies, Procedures, Documents

- a. Special Educational Needs Policy
- b. Curriculum Policy
- c. Learning and Teaching Policy
- d. Assessment Policy
- e. Staff handbooks will support staff with implementing this and related policies
- f. RET Lesson Observation pro-forma
- g. Department for Education Teaching Standards:  
[https://assets.publishing.service.gov.uk/media/5a750668ed915d3c7d529cad/Teachers\\_standard\\_information.pdf](https://assets.publishing.service.gov.uk/media/5a750668ed915d3c7d529cad/Teachers_standard_information.pdf)
- h. Local authority Ordinarily Available Provision documents.
  1. <https://www.barnet.gov.uk/children-and-families/barnet-send-information-advice-and-support-service-sendiass/education-3>
  2. <https://www.bristol.gov.uk/bristol-local-offer/professionals/school-age/ordinarily-available-provision#:~:text=What%20is%20Ordinarily%20Available%20Provision,professionals%20who%20work%20with%20them>
  3. <https://www.brighton-hove.gov.uk/special-educational-needs-and-disabilities/how-schools-and-colleges-support-children-and-young> (no specific OAP documentation)
  4. <https://schools.essex.gov.uk/pupils/SEND/Pages/Ordinarily-Available.aspx>
  5. <https://kr.afcinfo.org.uk/pages/local-offer/information-and-advice/education/ordinarily-available>
- i. NASEN Teacher Handbook: SEND **[ADD LINK]**

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## Appendix B

### Student Use of Word Processors - Procedure

#### 1. Overview

- a. The use of word processors (computers, laptops, tablets and other devices) by students in schools will be in accordance with RET ICT acceptable use policy which is signed by parents/carers and students on admission.
- b. The use of word processors by students, except when required in curriculum areas (e.g. computer science and DT), will be to accommodate SEND needs and:
  - must be approved by the SENCo on the basis of an identified learning or physical need.
  - must not be where a student simply prefers to use a word processor and types faster than they write.
  - where handwriting is the identified need, interventions such as handwriting classes should be trialled to improve skills before a word processor becomes a normal way of working. The student's handwriting must be illegible for a reader not familiar with their work. Examination boards have procedures in place to manage the marking of scripts which are difficult to read.
  - Year 7-11 students must use devices provided by the school to ensure online safety.

#### 2. School procedures for allocating word processors:

- a. EHCP students will be provided with a word processor and other assistive technology where it is explicitly stated in Section F of the EHCP. This may be for some or all of their lessons in school. Where the use of a word processor is not mentioned in the EHCP, they may have a word processor where screening (e.g. Lucid Rapid, Lucid Exact) and access arrangements assessments demonstrate a need. It is recommended that Section F of the EHCP is updated to reflect the use of word processors or other assistive technology.
- b. School Support (K) students may be provided with a word processor for some or all of their lessons where screening and access arrangements assessments demonstrate a long-term need. The SENCo will decide which subjects require the student to use a word processor.
- c. Students with physical disabilities or time limited injuries – who are not coded E or K – will be provided with a word processor in accordance with medical evidence.

#### 3. Word processors in public examinations

- a. In line with JCQ requirements, all RET schools have a policy which details the criteria the centre uses to award and allocate word processors for examinations and assessments.
- b. This policy must be available at all times to show to the JCQ inspector. Inspections take place during exam series or where a planned JCQ SEND inspection takes place. An awarding body may require a word processor cover sheet to be completed.
- c. The SENCo is responsible for approving the use of word processors and does not need to submit a JCQ application online for this or provide evidence. The SENCo can approve the use of a word processor as follows:
  1. Candidates may only use a word-processor in examinations if the rules of the JCQ have been satisfied: they must have a history of need that is met by use of a word-processor, and there must be evidence that the word-processor is the candidate's normal way of working. Normal way of working refers to it being the candidate's normal means of producing written work within the centre.
  2. They may be granted a word processor on the basis of:
    - a learning difficulty which has a substantial and long-term adverse effect on their ability to write legibly

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- a medical condition
- a physical disability
- a sensory impairment
- planning and organisational problems when writing by hand
- poor handwriting (AA 5.8.4)

3. Candidates who are using a word-processor as part of their access arrangements will use a computer or laptop provided by the school.
4. As the use of the word processor needs to be their normal way of working, the school will provide a computer or laptop for use in lessons and/or key tasks and assessments.
5. Where a word processor is used, a slow writing score cannot be used towards evidence for extra time. Where using a word processor would disqualify the student from having extra time, SENCo will decide which arrangement is more appropriate to their needs.
6. The SENCo will check that the candidate's performance with a word-processor is positively affected by this access arrangement and will liaise with subject leaders and classroom teachers, where relevant, to be confident in the positive effect of its use on exam outcome.

#### 4. Online safety

- a. RET schools do not facilitate a Bring Your Own Device policy for students in Years 7-11. Only Sixth Form students may bring in their own device and will be given access to the school's internet via a password specifically for Sixth Form students. Their use of the school's internet will be filtered and monitored to ensure they are not accessing inappropriate material.