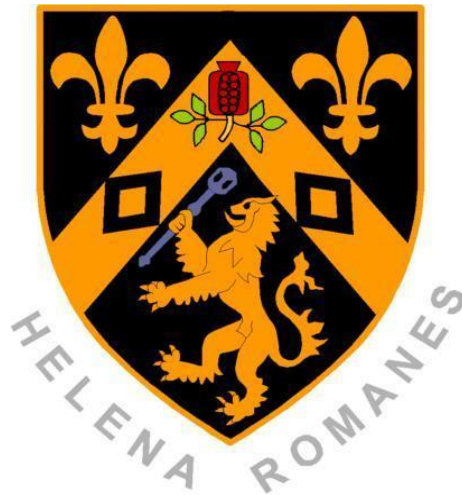


# Helena Romanes School



## SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) Policy

SENCO	Mrs Francesca Ward
SEND Governor	Mrs Sharon Bird

Reviewed and agreed by Governors 08-10-24

## **1. Principles and Ethos**

At Helena Romanes School we passionately believe that all learners have the right to a broad and balanced curriculum and a positive experience of school life, including social events and extra-curricular activities. We strive to embed our values: ambition, kindness, respect, resilience, broad mindedness, and independence into our daily routines. Students are supported and challenged to ensure they develop personally, socially, emotionally, and academically to ensure that all students can engage in all aspects of school life. We provide a range of support to facilitate this and regularly review what we do. This ensures that we provide the most accurate support in line with the needs of the young person and paying careful consideration to the young person's opinion and preference.

All teachers are teachers of SEND, and assisting students to become independent and courageous learners is a key aim. Ensuring that they leave school with the necessary skills to be independent is key to the success of our students.

We value academic, social and emotional progress in equal measure and work tirelessly to support our students achieve their personal best.

We aim to:

- Provide a relevant and ambitious curriculum.
- Ensure that all students have the skills to receive and maintain knowledge, so they are able to play a full role in society.
- Equip our young people and children to be ambitious and set themselves high aspirations.
- Treat everyone with respect, kindness, and dignity, so that they can thrive within our community and beyond.

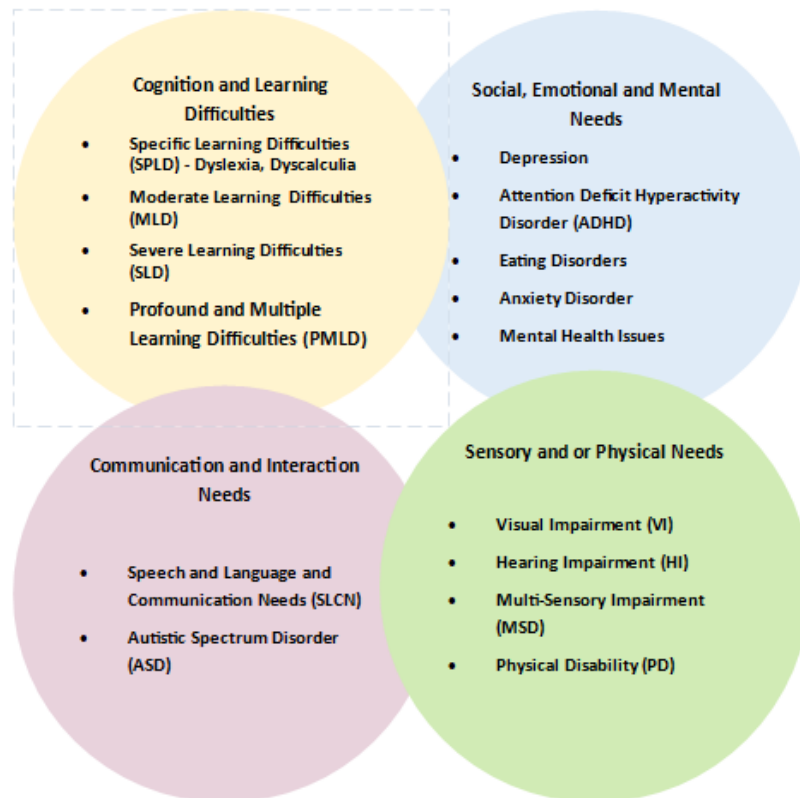
## **2. Legislation and guidance**

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which sets out schools' responsibilities for education, health, and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEND information report. This policy also complies with our funding agreement and articles of association.

There are four main areas of need as outlined by the CoP 2014;

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and Physical



### **Disability**

Many children and young people who have SEN 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’.

### **3. Roles and Responsibilities**

**The Assistant Headteacher, who is SENCO and responsible for Inclusion is Mrs Francesca Ward**

#### **Assistant Headteacher will**

- Work with the Headteacher and SEND Governor, Sharon Bird, to determine the strategic development of the SEND policy and provision in the school.
- Ensure the Headteacher and SEND Governor remain fully informed with operational and management plans.

- Meet with Deputy Headteacher of Pastoral, Mrs Manjit Hazle, to ensure consistency for students with SEND

The Assistant Headteacher in charge of Inclusion and SEN, will have overall responsibility for the SEND policy development and implementation, as well as assessment and provision for individual students. The SENCO will oversee the Inclusion team including the LSAs, learning and recovery assistant and SEND Admin Assistant. The SENCO will review the policy annually and update as necessary throughout the academic year. The success of the school's SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of classroom practice by the SENCO and subject co-ordinators
- analysis of student tracking data and test results for individual students and for cohorts
- value-added data for students on the SEND register
- monitoring of procedures and practice by the SEND trustee It is the responsibility of the SENCO to have day to day management of the SEND department and the implementation of the SEND Policy.

The SENCO is: Mrs Francesca Ward

The key responsibilities of the SENCO include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- advising and liaising with parents who would like to apply for an EHC plan.
- 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
- Support students with SEN students through transitional stages from preschool through to Sixth Form

The SENCO will also meet with the Chair governors to update on developments and management of the SEND policy and its implementation.

The Learning Support Assistants (LSAs) are responsible for:

- Supporting students with SEND
- Working with individuals or small groups of students within classroom setting under the direction of the teacher
- Planning and delivering individualised programmes or interventions where directed by the SENCO
- Working in partnership with the teaching staff to ensure a joined up approach to adaptive teaching and sharing best practice across different departments.
- Ensuring accurate personal record keeping and review documents are completed at each review stage.
- Act as a keyworker for our most vulnerable SEN students
- Meet with students to monitor and record their progress.
- Liaising with parents regularly to update and support their children.

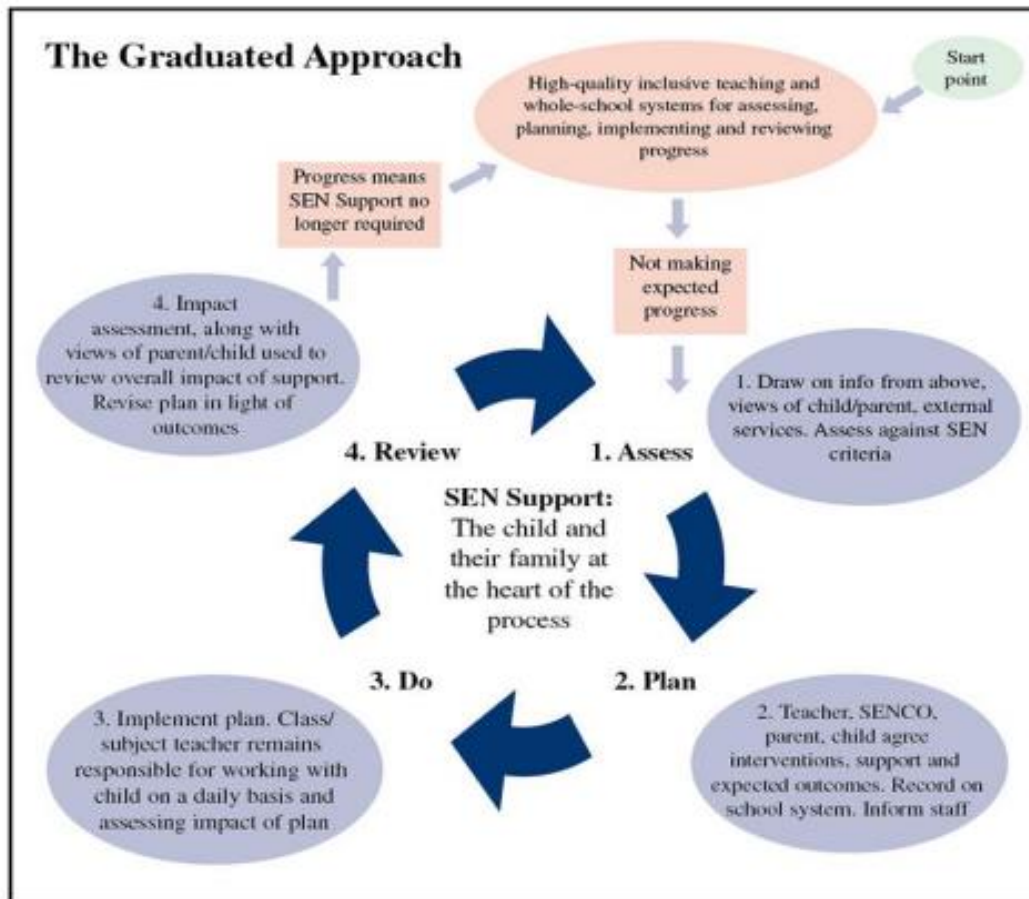
#### **4. Graduated Approach**

When addressing the difficulties that SEN pupils have, Helena Romanes School will follow the graduated approach detailed in the SEN CoP (2014) to support children and young people with special educational needs and disabilities.

This cycle will form the basis of all our support and help to inform future interventions as well as map success and areas for development.

There are two categories of identified SEN in school. The first is EHCP and applies to students who have an Education, Health and Care Plan. EHCPs will detail the support for those pupils with significant SEND after a detailed statutory assessment.

The second category of SEN is School Support. This identifies students who have a variety of learning needs, but which should be met using the resources available to the school.



## 5. Curriculum

At Helena Romanes School we offer a broad and balanced curriculum to all our learners. Teachers adapt their teaching to meet the needs of their students. Teachers and Teaching Assistants work together to plan and review the learning outcomes and personalised strategies to support individuals and small groups. Where adaptive teaching alone is not enough, the Learning Support Team will offer further support.

This may be in the form of in-class support, advice and guidance, observation, assessment or in some cases, withdrawal. Our aim is to ensure that all learners have access to the curriculum and that they can succeed in all areas. We offer an extensive range of subjects at GCSE level and work closely with departments to plan for the success of all students in their chosen subjects. Where a GCSE is not attainable, we may look for alternative qualifications. Our highest priority is that students can engage with learning and be successful at the level that is best for them.

## 6. Training

As a department, we have an ongoing programme of training. We access training from Essex Local Authority as well as private companies to make sure that we are up to date with new developments.

SEN training is an integral part of the whole school CPD which is regularly reviewed and updated. At HRS our SEN CPD is intertwined with teaching and learning CPD to create a joint up approach and one where teaching staff and the LSA team come together to share best practice. This is led by the school Assistant Headteacher for Teaching and Learning, Kim White and the Assistant Headteacher for SEN and Inclusion, Francesca Ward.

## **7. Types of Support**

We offer a range of support to meet the needs of our learners. The list below is not exhaustive as we are constantly adapting to meet the needs of our learners.

- Study Support
- Additional English
- Additional Maths
- 1:1 Tutoring
- Small group Teaching
- Homework Club
- Wellbeing interventions - Zones
- Counselling
- Reading Programmes