RHODES WOOD HOSPTIAL SCHOOL

SEND AND INCLUSION POLICY

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1. Our Values and Vision for SEND Provision

Our SEND and Inclusion Policy aims to:

- Set out how Rhodes Wood Hospital School will support and make provision for students with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

"All children and young people are entitled to an education, one that is appropriate to their needs and promotes high standards and the fulfilment of potential." (SEND Code of Practice 2014).

At Rhodes Wood Hospital School, we pride ourselves on promoting an inclusive education for all students, in which every individual is welcomed and valued, regardless of their age, gender, ethnicity, difficulty of learning, severity of mental health, disability, attainment level, cultural background and experiences. We strive to foster a safe, warm and caring environment, where all students can learn, make progress and develop their full potential.

We embrace and contribute to the holistic model created by the hospital to ensure that both a young person's health and educational needs are being met. The school's ethos is centred on personalisation, and therefore our curriculum, whilst broad and balanced, is also relevant and highly differentiated, in order to meet the complex needs of each young person referred to the service and to give them the opportunity to demonstrate progress.

We firmly believe that everyone has the ability to succeed and therefore actively strive to help students remove some of their current barriers to learning, realise their aspirations and reach their full potential. We work closely with all partners involved in a young person's care and treatment programme in a safe yet stimulating environment and value this co-ordinated approach to our provision. We ensure that the views, wishes and feelings of the student and parents/carers are central to decision making about their support and what they want to achieve.

We recognise inclusion as a dynamic process, requiring critical and regular evaluation, following an Assess, Plan, Do, Review cycle. Our staff share responsibility in providing a curriculum where every student can achieve and are specialists, both in their individual curriculum subjects and in tailoring lessons to meet the needs of all students, regardless of ability or need, addressing potential areas of difficulty and removing barriers to achievement.

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 set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

3. Definitions

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.
They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. (SEND Code of Practice, 2014).

4. Roles and responsibilities

Everyone in the school community has a positive and active part to play in ensuring that students with SEND achieve their full potential. The specific roles and responsibilities of each individual are outlined in ***Appendix A***.
All school staff are required to familiarise themselves with this policy and their roles and responsibilities, and to sign and return to the SENDCo the SEND Statement ***(Appendix B).***

5. SEND Provision

5.1 Areas of SEND

The Special Educational Needs and Disability Code of Practice: 0-25 Years (2014) identifies four broad areas of need:

Communication and Interaction – *e.g. Autistic Spectrum Disorder (ASD), Speech and Language difficulties*

Cognition and Learning - *e.g. Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) Specific Learning Difficulties (SpLD) (e.g. dyslexia, dyspraxia) and Profound and Multiple Learning Difficulties (PMLD)*

Social, Emotional and Mental Health Difficulties - *e.g. Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), attachment disorder and behaviours that reflect underlying mental health difficulties*

Sensory and Physical Impairment - *for example, Vision Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI) and Physical Difficulty (PD)*

It is appreciated that some young people may have complex needs and therefore have needs in more than one of the areas outlined above.

5.2 Identifying students with SEND and assessing their needs

At Rhodes Wood, students who are behind the expected levels of Maths and English are not automatically identified as having special educational needs but are provided with the teaching they need to make the progress required.

Students with special educational needs are identified in a number of ways, including:

- Collation of prior or home school data and information
- Baseline testing on entry to the school
- Regular cycle of teacher assessments including but not limited to CPA's (Care programme approach), Half Termly Progress Tracker, summative and formative assessment.
- More detailed testing of individual students as appropriate
- Staff refer students to the SENDCo, highlighting specific concerns
- Multi-disciplinary team meetings, highlighting social, emotional and mental health concerns within weekly ICR (individual care review) meetings

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support and adjustments that are needed.

Students with SEND are identified on the SEND Support List which is available to all staff. The SENDCo is responsible for maintaining the SEND Support List accurately. The speed at which a home school responds to our request for information is variable and this can delay the updating of information.

Students with SEND may be identified as either requiring SEND support (K) or an Education, Health and Care (EHC) Plan (E).

- **K -** a student with SEND requiring intervention that is additional to, or different from, those provided through the school's usual differentiated curriculum offer and strategies. This may include advice or support from outside specialists, so that alternative interventions, additional or different strategies can be put in place.

- **E –** a student with an EHC Plan. This identifies a student with a lifelong and significant difficulty, requiring a Statutory Assessment by a student's home LEA. An assessment can be requested by the school or parent. If an EHC Plan is issued, it will state a student's strengths and areas of need. It will also specify desired outcomes for the student, along with the steps and resources required to ensure that those outcomes are achieved within the given time frame. The SENDCo endeavours to work closely with any student's LEA / school to ensure that all the entitlements of an EHC Plan are still provided. The SENDCo will maintain Annual Reviews of EHC Plans and a member of the LEA invited to attend. If the school considers an EHC Plan to be necessary, the SENDCo will contact the LEA of the student and begin the referral and assessment process.

The school will make every effort to adhere to the timescales provided in the Code of Practice. However, the responsibility to oversee this process continues to lie with the young person's LEA.

5.3 Consulting and involving students and parents

a) Students

It is essential for all students to be fully involved in their education; feeling listened to and in control of their learning experiences. It is the responsibility of all members of staff to interact individually with SEND students in their classes, engaging in conversation about their learning and how best to support them to achieve agreed targets.

Students are encouraged to:

- have an understanding of the difficulties they experience in and outside the classroom.
- celebrate their strengths and achievements.
- become independent learners.
- fully participate in the decision-making processes by contributing to assessments and reviews
- develop ways of helping themselves by suggesting their own personal targets
- share ideas with staff and other students.

Students participate, where appropriate, in the creation of support plans, which detail their needs and strategies of support.

b) Parents and Carers

It is essential for parents/carers to be fully involved in their child's learning and to participate in decisions made about their child's education. We listen to parent's views and actively encourage discussions about educational needs and provisions. Wherever possible views and wishes will be adhered to, so they can contribute to the provision network around them and continue to thrive as individuals and reach their full potential.

5.4 Assessing and reviewing students' progress towards outcomes

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Teachers will work with the SENDCo to carry out a clear analysis of the student's needs. This will draw on:

- Teachers' assessment and experience of the student
- Their previous progress and attainment and behaviour
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and the impact on the student's progress.

5.5 Our inclusive approach to teaching students with SEND

It is the responsibility of all members of staff to be aware of the barriers to learning which students with SEND experience, whilst holding the highest expectations of them, so that all students are able to make good progress and

achieve their potential. All staff have been trained on effectively differentiating work and supporting SEND students fully in the classroom. Meeting the needs of our children with SEND is a whole school responsibility. We expect all teachers to be teachers of every child and to adjust their teaching to enable all students to make progress. This may involve some adaptation of teaching methods and appropriate modification of resources.

The curriculum is used creatively to meet the needs of all students across the key stages and with the growing focus on increasing and developing the skills and abilities of those students who struggle to access knowledge and understanding- so that they then have the skills to support their growth as learners whilst challenging, developing and widening the skills of all our learners so that full potential is gained for all.

Regular lesson observations and book scrutiny are carried out to continuously evaluate and improve learning experiences for all students.

5.6 High quality provision and adaptations for students with SEND

There are several systems in place to ensure that our students with SEND are supported to achieve.

All staff have been trained on effectively differentiating work and supporting SEND students fully in the classroom. Teachers are provided with detailed student information to inform their classroom planning. They can readily access this information and strategies provided by external agencies. The SENDCo and Keyworkers for students regularly inform staff of any changes in a student's needs.

The SENDCo liaises closely with staff to ensure that students with SEND have good access to learning in lessons. On-going training ensures that all staff are kept up-to-date and have the knowledge to support students fully in lessons.

Lesson observation and book scrutiny allow teaching to be monitored and support/strategies provided as necessary. Students are mainly taught in small groups and therefore have personalised support.

Some students will be assessed as needing additional support to maintain progress. This may be a short- or longer-term intervention. All small group and 1:1 interventions follow an Assess, Plan, Do, Review cycle. This structure ensures that intervention is appropriate and focused on developing the needs of individual students.

All provisions within the school will be monitored to assess impact in a number of ways, including:

- Regularly reviewing student information and sharing targets and achievements with the students and their families
- Key workers reviewing and gaining the opinions of our students in weekly meeting assessing MHFE (MENTAL HEALTH FUNCTIONING IN EDUCATION) and completing weekly student updates on the ERS.
- Regularly tracking and monitoring academic progress both on the ERS and the progress tracker.
- Classroom observation by the Headteacher, SENDCo and Senior Leadership Team

The SENDCO liaises with the home-school to make necessary arrangements for access arrangements, facilitating and support any necessary testing and reflecting the student's normal way of working. This ensures they are not put at a disadvantage and are provided with the correct support.

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson and scaffolding of work.
- Adapting resources and staffing as required
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font and coloured paper
- Differentiating teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud

5.7 Supporting students with transition and preparing for adulthood

Students are supported at each point of transition, whether this be between key stages whilst they are educated at Rhodes Wood Hospital School or with their home school.

We liaise closely with home schools to ensure a smooth transition between settings. Baseline data and information is requested to ensure teaching is appropriately planned and reflective of a student's needs. Schemes of work are requested from home schools to ensure that as best as possible, while at Rhodes Wood Hospital School they are in line with their peers.

Where applicable further support may be required by the Rhodes Wood Hospital Clinical team, including occupational therapy.

Where appropriate, a student will be taught life skill lessons to support them in their preparation for adulthood. As SEND students move from school to other education establishments or employment the SEND department will provide information and reports to ensure a successful transition and where applicable attending transition meetings.

5.8 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress each half-term
- Using student questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for students with statements of SEND or EHC plans

5.9 Collaboration between education, health and social care services

We work closely with all stakeholders to ensure that the needs of a student are fully met. When necessary, advice will be sought from external advisors and professionals concerning appropriate next steps. Not exclusive to but including the appropriate professionals supporting the students with Rhodes Wood Hospital

5.10 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will then be referred to the school's complaints policy.

6. Quality Assurance and Impact

The Management Committee (MC) will support Rhodes Wood Hospital School in the implementation of this policy and will include monitoring, evaluation and review. The MC will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.
It will also be updated by SENDCO if any changes to the information are made during the year.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility
- Promoting Positive Behaviour
- Equality Opportunities

Appendices

Appendix A: Roles and Responsibilities

The Headteacher will:

- Work with the SENDCO to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

The SENDCo will:

- Work with the Headteacher to determine the strategic development of the SEND policy and provision in the school.
- Ensure that the school carries out its statutory responsibilities regarding all students with SEND including the Code of Practice for Special Educational Needs 2014 and the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Put provision in place to ensure progress of all students with SEND.
- Support all staff in understanding the needs of students with SEND and work with staff, parents, and other agencies to develop effective ways of bridging barriers to learning through assessment of needs, monitoring of teaching and student achievement.
- Advise and support staff on the graduated approach to providing SEND support and setting appropriate SMART targets.
- Regularly monitor progress towards targets for students with SEND.
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Be the point of contact for external agencies, especially local authorities and their support services.
- Liaise with home-schools and potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned.
- Ensure the school keeps the records of all students with SEND up to date.
- Advise on and contribute to the professional development of staff, including whole school INSET provision.
- Provide regular information to the head teacher and governing body on the evaluation of SEN provision.
- Co-ordinate Annual Reviews and reviews of Personal Learning Plans.

The HLTA will:

- Assist the SENDCo in leading the provision for Special Education Needs within school.
- Support the SENDCo in managing the implementation of an inclusive curriculum.
- Manage appropriate SEND resources and ensure that they are used efficiently, effectively and safely.
- Develop curriculum resources to ensure that students with SEND have the necessary levels of support.
- Support the SENDCo to provide guidance to staff on appropriate teaching and learning methods to meet the needs of different students.
- Assist with staff development and INSET training with regard to SEND where appropriate.

Class teachers are responsible for:

- The progress and development of every student in their class.
- Working with the SENDCo to review each student's progress and development and decide on any changes to provision.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Ensuring this SEND Policy is followed.

Quality Assurance and Impact

- The Management Committee (MC) will support Elysium Children and Education in the implementation of this policy and will include behavioural issues as a standing agenda item in each MC meeting.

Appendix B: SEND Statement

"All children and young people are entitled to an education, one that is appropriate to their needs and promotes high standards and the fulfilment of potential." (SEND Code of Practice 2014).

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The SEND Co-ordinator is: Tanya Rashed

The HLTA is: Effi Christou

- I can confirm that I have read the SEND Policy.
- I have been made aware of my duties to ensure an inclusive education for all students.
- I have been made aware of who I can contact with any queries or for SEND support.

Signature: _____

Name: _____

Date: _____

Elysium Children and Education

Send Provision at Rhodes Wood Hospital School

Key teacher - 1-1 meetings weekly to review students' progress in education and concerns or difficulties the students may have/ be experiencing. This is logged with in the ERS system and MHFE - Key teachers liaise with the SLT regarding any concerns and appropriate actions are taken to support the student. - Key teachers communicate weekly with parents updating them on their child's education. - Key teachers communicate regularly with the home school updating them on the student's progress. Obtaining from the home school their working at grades, send, and subject curriculums. - A secondary key teacher is assigned to support students in the absence of their key teacher.
Small Classroom provision - RWHS is a small school providing small class sizes. - Teachers can provide 1-1 support time in lesson and due to the small numbers of students can spread their time as required.
School Laptop - Every student has an assigned laptop for their studies.
Attendance to ICR's - Designated education staff attend ICR meetings weekly in which each student's progress is discussed and any concerns can be raised. - Consistent liaison with the clinical team highlighting any area of need such as sensory, concentration, cause for concern and anxiety in relation to education.
Attendance to CPA's - Key teachers attend CPA's giving 6 weekly overall feedback to all stakeholders supporting in the planning for their future recovery.
Morning meeting - Designated education staff attend morning meetings weekly in which each student's progress is discussed and any concerns can be raised.
Teacher Training - Teachers receive regular CPD supporting their tracking and engagement with all students**.**
HTP's - All students have individual half term plans derived from their home school curriculums for each taught subject to ensure that there is continuity with their home school peers for ease of return post discharge**.**
Enrichment - Students receive weekly enrichment separate to their studies in which they can partake in wellbeing activities such as crafts, STEM, health and beauty etc.
Support Profiles - For students that require further support outside of the outlined provision provided above a support profile is compiled with designated actions for in lesson support and out of lesson support. Such as the following paper colour, coloured overlay, work broken down, time out cards, sett times for work completion, use of iPad etc.
Reintegration - Each student at the point of discharge completes the reintegration process, producing a reintegration care plan detailing the provision that they would like on return to their home school. This is reviewed with the parents and the home school prior to attending the home-school.