



**Special Educational Needs and
Disability Policy and information
report**

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By: Community Committee

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1.Aims

Our SEND policy and information report aims to:

- set out how our 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.

Our main aim is to ensure that every student has the chance to fulfil their potential within the context of the Rokeby School Vision. This policy sets out the ways in which the school will work towards supporting all students and removing barriers to learning. We are committed to the inclusion of all students into the mainstream and to their access to the curriculum at KS3 and KS4.

Rokeby School Vision

Our vision is that when our students leave school, they will be fully equipped to take the next step, either into further education or the world of work.

Rokeby will have an outstanding reputation for educating boys to become accomplished, ambitious young men of integrity and resilience who will be ready to make a significant contribution to society. They will be multi-skilled, numerate, literate and most will be multilingual. They will be financially astute, enterprising, creative, adventurous and keen to play a major part in the communities where they live and work. They will embody our values: Respect, Success, Personal Challenge, Passion for Learning and Harmony. **'Dare to be the best'**

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 SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

3.Definitions

Rokeby School recognises that special educational needs and disability (SEND) are a whole school issue and the responsibility of all staff.

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 students of the same age by mainstream schools.

Students' SEN are generally thought of in the following four broad areas of need and support:

- communication and interaction
- cognition and learning
- social , emotional and mental health
- sensory and/or physical needs

These four broad areas give an overview of the range of needs that should be planned for. In practice, individual students often have needs that cut across all these areas and their needs may change over time.

4.Roles and Responsibilities

The SENCo is Johanna Galligan (johanna.galligan@rokeby.newham.sch.uk).

The key responsibilities of the SENCo include:

- working with the headteachers and SEND governor to determine the strategic development of the SEND aspects of this Special Educational Needs, Disability and Inclusion policy and provision in the school.
 - overseeing the day-to-day operation of this policy and the coordination of specific provision made to support individual students with SEND, including those who have EHC plans .
 - providing professional guidance to colleagues and work with staff, parents, carers and other agencies to ensure that students with SEND receive appropriate support and high quality teaching.
 - liaising with the relevant Designated Teacher where a looked after pupil has 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 students' needs effectively.
 - liaising with parents/carers of students with SEND
 - being the key point of contact with external agencies, especially other schools, the local authority and its support services
 - liaising with potential next providers of education to ensure a student and their parents/carers are informed about options and a smooth transition is planned
 - working with the headteachers and governing board 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 students with SEND up to date.
 - the SENCo is notified of all internal and external exclusions and this is used to inform learning mentors of students needing intervention.
- When a student on the SEND register is faced with permanent

exclusion, SEND records of support are compiled by the SENCo and used by the head teacher to make an informed decision.

The SEND governor will:

- help to raise awareness of SEND issues at governing board meetings;
- monitor the quality and effectiveness of SEND provision within the school and update the governing body on this;
- work with the headteacher and SENCo to determine strategic development of the SEND policy and provision in the school.

The headteacher will:

- work with the SENCo and SEND governor 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 SEN and/or disability

Each class teacher is responsible for:

- the progress and development of every student in their class
- 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
- working with the SENCo to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this policy

5.SEN information report (this is available on the school website in the parent section)

As part of the Children and Families Act 2014, Local Authorities are required to publish a 'Local Offer' which sets out support that is available for children and young people with SEND in the local area.

Newham's Local Offer is available on the Newham Website

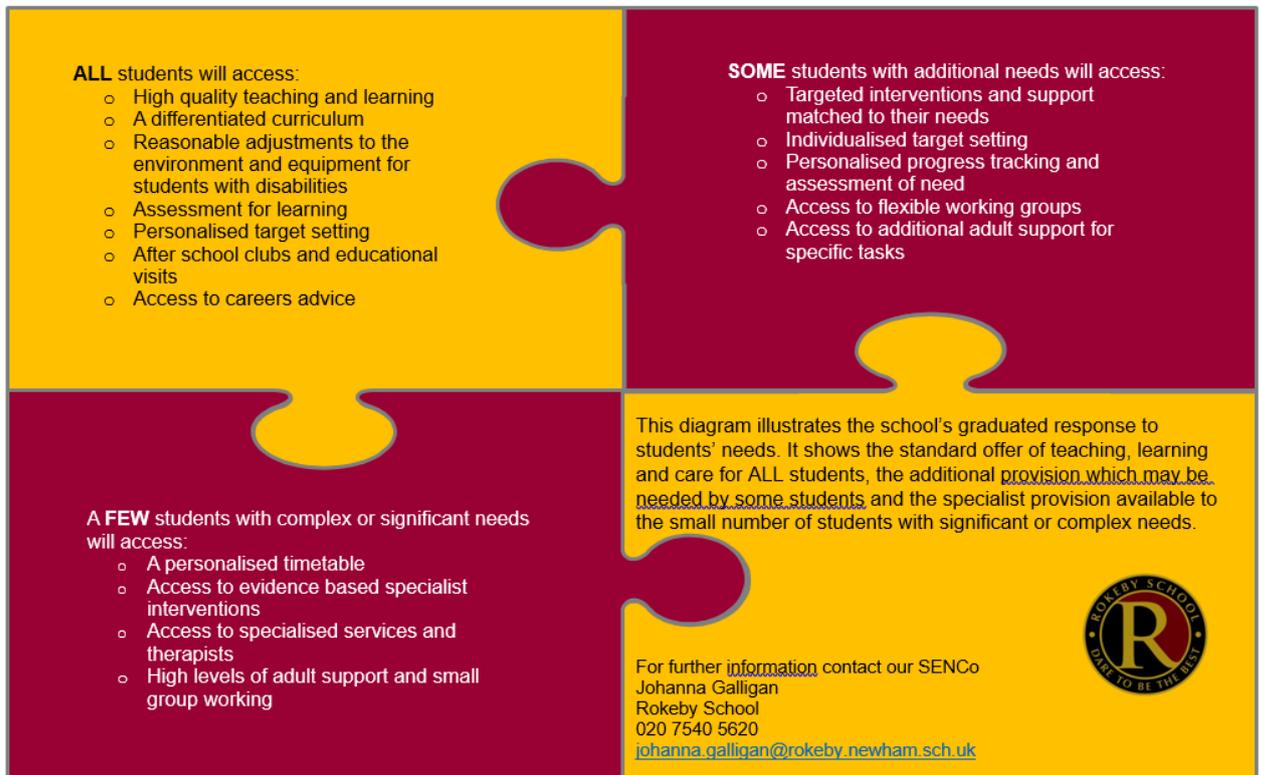
<https://families.newham.gov.uk/kb5/newham/directory/localoffer.page?localofferchannel=0>

and informs parents/carers about how to access services in their area and what to expect from these services.

Alongside this, schools are required to publish information about their arrangements for identifying, assessing and making provision for students with SEND.

This is the Local Offer for Rokeby School. It describes the arrangements we make that are 'additional' and 'different' for pupils with SEND. This information has been produced together with parents, carers and our young people and will be reviewed annually.

Rokeby's graduated response



How does the school know when a student has Special Educational Needs?

Relevant information is gathered during the transition process, from your son's previous school and at the admissions interview. All information relating to SEND is collated and analysed by the SENCo. (Special Educational Needs Co-ordinator)

What should I do if I think my son may have special educational needs?

If you have concerns then contact the SENCo:
johanna.galligan@rokeby.newham.sch.uk.

Before a student arrives at Rokeby from primary school

- Students are visited at their primary school by the SENCo where appropriate.
- Files and information received at Rokeby from students' previous schools are collated.
- Parents/carers are invited in to Rokeby to meet the SENCo where appropriate.
- All students in Year 6 who are allocated a place at Rokeby are invited to attend a transition day in the summer term.
- An additional transition day is organised for the most vulnerable students.
- Certain students will have a bespoke Transition Plan put in place.

- Our SENCo will attend Annual Review meetings once it is known that a student has secured a place at Rokeby and providing sufficient notice is given by the primary school.

If a student arrives at Rokeby during the school year

- Files and information received at Rokeby from a student's previous school are collated.
- Parents/carers will be invited in to Rokeby to meet the SENCo where appropriate.
- Students undertake literacy/numeracy assessments.
- The inclusion team are all involved in the induction process and all staff monitor students. If students experience difficulties, appropriate support will be put in place, in consultation with parents/carers.

Looked after Children

- In the case of students who have SEND and are looked after, the SENCo and the designated teacher for looked after children work together with carers and the Local Authority to ensure their needs are met.

On-going support at Rokeby

- We promote a wide range of teaching strategies to enable all students to access the curriculum via differentiation and classroom materials.
- We operate a referral system for staff, students and parents who have concerns about learning needs.
- We closely liaise with the Pastoral team so that a joined up approach is taken to supporting the holistic needs of students.
- A range of in-school provisions are available, such as learning mentors.
- Support is available from a range of local authority specialist teams

How does Rokeby support students with SEN?

Once needs have been identified, our SENCo takes responsibility for the management of the provision. They work closely with class teachers and support staff to ensure that students are supported in their learning. At Rokeby we currently offer provision for a wide range of additional educational needs:

- Specific learning difficulties, such as dyslexia
- Global learning difficulties and moderate learning difficulties
- Social, emotional and behavioural needs which affect the education of our students.
- Attention Deficit Hyperactivity Disorder (ADHD)
- Hearing impairment
- Visual impairment
- Physical disability

- Medical conditions which affect learning such as diabetes, epilepsy and asthma
- Students on the Autistic Spectrum (ASD) and those with Asperger's Syndrome
- Speech and language difficulties

How Rokeby involves students in decisions

- Student voice is highly valued at Rokeby and student feedback is gathered several times a year by staff.
- Rokeby has a range of student leadership groups.
- Students are expected to attend Parents'/Carer' Evenings and share their views.
- All SEND support/interventions are reviewed and evaluated using student feedback as part of the process.
- All Annual Reviews are Person-Centred Reviews where the student is involved in the decision making process about their education, care and support.

Intervention at Rokeby School

- Subject teachers have access to the list of students who have an identified special educational need or disability and this indicates a student's area(s) of need.
- Teaching staff use a wide range of teaching strategies ensuring that resources and activities are differentiated sufficiently for students to access the curriculum.
- The inclusion team are deployed by the SENCo, where support is required, across the curriculum and offer support under the direction of the classroom teacher within the lesson framework.
- The inclusion team is made up of the Head of Inclusion, the SENCo, a senior teaching assistant and a team of teaching assistants.
- The students' progress is monitored rigorously enabling support to be adapted as required. The observation and monitoring of students is a continuous process undertaken by all staff.
- Applications for exam access arrangements are carried out by a qualified assessor in years 10 & 11. These applications are then processed by the school Exams Officer.

How can parents/carers support students?

- All students are provided with a notebook which supports communication between staff and parents/carers.
- Students' academic progress is monitored formally on a termly basis. This data enables the inclusion team and curriculum areas to identify where support may be required.
- Any concerns regarding a student's emotional wellbeing, behaviour and school attendance are shared with parents/carers to identify relevant strategies.

- Parents/carers are informed if their son is identified as having a special educational need or disability and are invited to meet with the SENCo.
- Parents/carers of those students with Education, Health and Care Plans (EHCs) or Higher Needs Funding are invited to attend Annual Reviews.
- Parents/carers are invited to attend parent/carer evenings.
- Communication with parents/carers is essential. Therefore, as intervention is planned, they will be informed and, if necessary, invited in to discuss options/strategies.

Caring for students' overall well-being

At Rokeby we operate a holistic approach to the well-being of each of our students. We have a dedicated team of pastoral leaders who work closely with the inclusion team to ensure students' needs are met.

- The first point of contact is a student's form tutor. Form tutors are supported and managed by a Year Coordinator and are responsible for the day-to-day care of students.
- The Pastoral Team is led by the Deputy Head Teacher, supported by Key Stage 3 and 4 coordinators. The team includes year coordinators, learning mentors, a safer schools officer, the attendance team, student support officers and a community cohesion officer.
- The school is supported by the school nursing team.
- Rokeby has a safeguarding team led by the Designated Safeguarding Lead (DSL) and two deputies. All staff are trained in safeguarding procedures.
- Rokeby has robust procedures to manage bullying, as outlined in the policy.
- A number of staff have First Aid training.
- A range of staff have received Positive Handling training.

Some students who require extra support may be identified for intervention at the fortnightly RISE (Rokeby Intervention and Supportive Education) meeting involving the Deputy Head Teacher, Head of Inclusion, Inclusion Manager (SENCo), Key Stage Co-ordinators, Year Co-ordinators, Safeguarding Officers and Student Support Officers.

What specialist services and expertise are available at or accessed by Rokeby?

Where issues cannot be addressed using in-house resources, Rokeby has access to specialist services and expertise from Newham Local Authority. The local authority organises some services for schools and maintains services agreements with the Health Authority and Children's Social Care in accordance with statutory requirements. In the case of students living outside Newham, Rokeby liaises with the appropriate Local Authority.

Services currently accessed

Behaviour Support Service (BSS)

Child and Family Consultation Service (CFCS)
Child and Adolescent Mental Health Service (CAMHS)
Disabled Children and Young People's Service
Educational Psychology Services
Families First Team
Occupational Therapy (OT)
Physiotherapy
School nursing
Specialist Education Support Service (Sensory Service, Language Communication & Interaction Service, Complex Needs and Dyslexia Service)
Speech and Language Therapy

What training/qualifications do the staff supporting SEND students have?

- Two members of staff hold the National Award for SEN Co-ordination.
- Training for all staff is built into staff CPL sessions, twilights and staff development days.
- We have an in-house Continuing Professional Learning (CPL) programme which is regularly reviewed and updated according to the needs of our students.

How are students with SEN included in activities outside the classroom including educational visits?

At Rokeby we actively seek to ensure that all students are included in activities, including educational visits. Activities that take place outside the classroom are risk assessed and, where necessary, individual students are supported by a member of staff. During the planning of educational visits, the SENCo is consulted where necessary. Heads of department ensure that visit venues are inclusive. Where necessary, health care plans are provided for the visit leader in consultation with parents/carers. An Assistant Head Teacher oversees the arrangements for all visits in their role as the Educational Visits Coordinator (EVC)

How accessible is the learning environment at Rokeby School?

Rokeby School was built in 2010. The building therefore complies with current accessibility legislation. It is spread over two floors, has two lifts and disabled toilet facilities.

Rokeby's accessibility plan is available here.

<https://rokeby.newham.sch.uk/about-us/policies-procedures/#accessibility>

Arrangements are reviewed as and when the need arises. Personalised risk assessments are devised when students require them. Where necessary, the

guidance of local authority services e.g. Complex Learning Needs Service and Physiotherapy is sought.

How does Rokeby School prepare and support students who transfer to a new school or to the next stage of their education?

Transition to Key Stage 5

All students in Year 11 meet with a careers advisor where their future interests are considered and an action plan developed. The Inclusion department supports students, where necessary in these meetings. There are opportunities to visit colleges, receive advice and develop a CV throughout the year. Students are supported throughout the process by a number of activities within school such as Future Pathways Day and work experience.

A small number of students (those with an EHC plan or Higher Needs Funding) and their families may access support from Rokeby staff for visits to further education providers. Once a place has been confirmed at a further education provider the Inclusion department liaises with the college to produce a transition plan. This may involve a number of extra transition visits and activities which inclusion staff support and facilitate when necessary.

All reviews (where a student has an EHC plan or receives higher needs funding) from year 9 include a focus on preparing for adulthood, including employment and independent living.

Transferring to another school

All relevant documentation is completed by our student support officers. Rokeby transfers the student's file to the receiving school.

How is the decision made about how much support individual students receive?

Information from primary/prior schools and our own on-going assessments are used to determine what support students receive and what intervention is necessary. Students are formally assessed 3 times a year. Underachievement is identified through the monitoring of this data. Resources are then allocated within the school according to need. Students with an Education, Health and Care Plan (EHC plan) or with Higher Needs Funding are provided with the support as outlined in their plan. When any other student is identified as having particular needs, teaching staff are provided with information to enable fully differentiated lesson content.

How are parents/carers informed about their son's needs and what support they are receiving?

Rokeby School encourages all parents/carers to attend the usual parent/carer consultation meetings (parents' evenings etc.). In addition to this, the SENCo meets regularly with the parents/carers of students with Education, Health and Care Plans and Higher Needs Funding. Annual Reviews are held for these students.

Parents/carers are involved in meetings to discuss options and strategies regarding planned interventions for students.

At Rokeby School we aim to work closely and positively with all parents/carers. Parents/carers are made aware of the school's policy of support and are involved in their planning. Parents/carers are consulted about their son's identified needs. The process of review will involve parents/carers at every stage. The wishes of the parents/carers are viewed as a vital element in the information we gather to decide how best we can meet their son's needs.

We hope that parents/carers feel able to discuss any anxieties or concerns with the school so that we can establish an effective partnership. There is a clear procedure for parents/carers to follow if they believe that the school or the LA is not providing the best support for their son. They can also use the advice and guidance of Parent Support Groups available within Newham.

Who can I contact for further information?

SENCo: Johanna Galligan

Rokeby School

020 7540 5620

johanna.galligan@rokeby.newham.sch.uk

Link Governor

The Inclusive Education Link Governor is Farzana Khan. There are regular meetings between the Head of Inclusion, SENCo and the Inclusive Education Link Governor.

6. Monitoring arrangements

This policy and information report will be reviewed by the Community Committee every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing body.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Asthma Policy
- Behaviour Policy
- Single Equalities Scheme.
- Supporting Students with Medical Conditions Policy
- Teaching and learning
- Visitor Protocol-Covid 19

