



## Special Education Needs and Disability Policy

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### 1. Purpose

At The Reach Free School, every pupil is regarded as an individual possessing unique needs, abilities and talents. As such, we are committed to offering all pupils a learning experience which is rich, varied and tailored to ensure that every pupil achieves their very best, both academically and socially.

**1.1** All pupils will enjoy a stimulating learning environment in which teaching approaches are dynamic and varied to maximise pupil engagement and outcomes.

**1.2** All pupils will enjoy a range of extra-curricular activities to enhance their classroom experiences and develop their transferable and social skill sets.

**1.3** All pupils will have access to a robust pastoral support system to ensure their safety and wellbeing both in school and beyond.

The Reach Free School recognises that special provision must be made for pupils with additional learning needs to ensure equal access to the curriculum, resources and facilities<sup>1</sup> and that they are supported to achieve their academic potential, feel secure in the school's community and enjoy their learning experiences.

### 2. Principles - Assess, Plan, Do, Review

**2.1 Assess:** To ensure that all pupils with SEN or disabilities have their needs identified and assessed in order to support academic progression and continued good physical and mental health and wellbeing.

**2.2 Plan:** To ensure that all pupils with SEN or disabilities are able to fully access the curriculum by providing extra support or additional resources where appropriate and by removing potential barriers to learning.

**2.3 Do:** To ensure that all staff adopt a clear and consistent approach when teaching/supporting pupils with SEN or disabilities and recognise and undertake their responsibility to plan and differentiate accordingly.

**2.5 Review:** To evaluate the impact of the delivered intervention and amend as necessary to ensure maximum outcomes for pupils with SEN.

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<sup>1</sup> The Reach Free School site is Disability Discrimination Act (DDA) compliant.

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

#### **3.1 The Headteacher of The Reach Free School has responsibility for:**

- The management of all aspects of the school's work, including provision for pupils with SEN or disabilities;
- Keeping the Governing Body informed about SEN and disability issues;
- Working closely with the SEN personnel within the school;
- Ensuring that the implementation of this policy and the effects of inclusion policies on The Reach Free School as a whole are monitored and reported to the Governing Body.
- Ensuring that resources are allocated to pupils with SEN according to and appropriate to the provision set out for them in their Statement of Special Educational Need/Education, Health and Care Plan (0-25) or Support Plan.

#### **3.2 The Governing Body will ensure:**

- SEN provision is an integral part of The Reach Free School Development Plan to ensure the necessary provision is made for any pupil with SEN;
- All staff are aware of the need to identify, plan and review their provision for pupils with SEN;
- Pupils with SEN or disabilities join in The Reach Free School activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils;
- They ensure that the school reports to parents, guardians and carers on the implementation of The Reach Free School's SEN and disability policy;
- They have regard to the requirements of the SEN Code of Practice (2014) (including May 2015 updates);
- Parents, guardians and carers are notified if The Reach Free School decides to make special educational provision for their child;
- They are fully informed about SEN issues, so that they can play a major part in The Reach Free School's self-review;
- They set up appropriate staffing arrangements, and oversee the school's work for pupils with SEN or disabilities;
- The quality of SEN provision is regularly monitored;
- They, and the school as a whole, are involved in the development and monitoring of this policy.

#### **3.3 The nominated Deputy Headteacher, Assistant Headteacher and Special Educational Needs Coordinator (SENCO) are responsible for:**

- Overseeing the day-to-day operation of this policy;
- Planning and implementing the school's SEN Strategy;
- Collaborating and liaising with staff, parents, guardians, carers, outside agencies and the pupils themselves, to create Support Plans for pupils with SEN and to assist in designating the spending of personal budgets for pupils with an Education, Health and Care Plan (0-25);
- Advising staff in the design of appropriate resources and the use of appropriate strategies for the teaching and learning of pupils with SEN;
- Co-ordinating the in-class and extra-curricular provision for pupils with special needs;
- Carrying out detailed assessments and observations of pupils with SEN;
- Maintaining The Reach Free School's SEN register and records;
- Contributing to the in-service training of staff;
- Ensuring that all staff carrying out supervisory duties are given any necessary information relating to playground duty and the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils with SEN;
- Liaising with the SENCOs in receiving schools and or primary schools to help provide a

- smooth transition from one school to the other;
- Liaising with further education providers for pupils moving on to a new institution post 16 or post 18 to ensure a smooth transition.

### 3.4 The Assistant SENCo is responsible for:

- Supporting the SENCo in carrying out their duties for pupils with Autism;
- Liaising with the SENCOs in primary schools to help provide a smooth transition from one school to the other.

### 3.5 Teachers are responsible for:

- Being fully aware of this policy and the procedures for identifying, planning and reviewing their provision for pupils with SEN;
- Including pupils with SEN or disabilities in the classroom, and for providing an appropriately differentiated curriculum with regard to pupils' targets and teaching and learning strategies as outlined on the Support Plan;
- Collaborating with Assistant Teachers to ensure needs of pupils with SEN or disabilities are met in lessons and beyond;
- Drawing on advice from the SENCO for strategies to support inclusion;
- Making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEN or disabilities;
- Giving feedback to parents, guardians and carers of pupils with SEN or disabilities.

### 3.6 Assistant Teachers should:

- Be fully aware of this policy and the procedures for identifying, planning and reviewing their provision for pupils with SEN or disabilities;
- Collaborate with teachers to ensure needs of pupils with SEN or disabilities are met in lessons and beyond, supporting pupils with regard to the targets and teaching and learning strategies as outlined on Support Plans;
- Use The Reach Free School's procedures for giving feedback to teachers about pupils' responses to tasks and strategies;
- Support the emotional and social development of all pupils, including those with SEN.

## 4. Identifying pupils with SEN:

The nominated Deputy Headteacher and Assistant Headteacher will work closely with the SEN team during the pupils' transition from primary to secondary school to ascertain details of pupils transferring to secondary school with identified learning needs. This information will be recorded onto the school's Management Information System.

On entry to The Reach Free School, all pupils will be assessed using GLS Progress Tests which will highlight potential special needs in specific areas of learning and provide baseline assessment data.

Pupils who transfer from primary school with no diagnosed special need but who are not making expected progress at The Reach Free School may be referred by teachers and Assistant Teachers to the SENCO via the SEN Support Form, an online referral system, through which teachers will be required to specify the nature of their concerns regarding the learner's progress. The SENCO will then respond to this indicating the next steps and deadlines for action.

## 5. Supporting pupils with SEN or disabilities:

### 5.1 Working with Parents, Guardians and Carers

On entry to The Reach Free School, parents, guardians and carers of pupils identified with SEN are invited into the school to discuss provision at primary school and to review the pupil's progress

towards targets. From this meeting a Support Plan will be designed in collaboration with the pupil and their parents, guardians or carers.

## **5.2 Working with Outside Agencies**

The SENCO of The Reach Free School will work closely with external agencies to ensure that provision for pupils with SEN or disabilities is current and effective.

These agencies will include:

- Educational Psychology
- Occupational Therapy
- Hearing Impairment Advisory Service
- Speech and Language Therapy
- Language Advisory Service
- ASD Advisory Service
- NHS Primary Care Trust
- Family Support Service
- Child, Family and Adolescent Consultation Service (CFACS)
- Child and Adolescent Mental Health Service (CAMHS)
- Specialist support will be sought for pupils with lower incidence special educational needs.

## **5.3 INSET and CPD**

The Reach Free School is committed to ensuring that all pupils are supported to achieve both in and out of the classroom. All staff will undertake regular CPD on how to deliver outstanding teaching and learning strategies and will also participate in training as standard on specific learning difficulties such as:

- Autistic Spectrum Disorder
- Dyslexia
- Dyspraxia
- Mental health and wellbeing
- Attention Deficit Hyperactivity Disorder
- Hearing Impairment
- Speech, Language and Communication Needs

Specialist training will be sought for lower incidence special educational needs and disabilities.

## **6. Reviewing progress of pupils with SEN or disabilities:**

### **6.1 Learning Walks**

Senior and middle leaders will conduct regular learning walks of teaching and learning to monitor and evaluate how the needs of all pupils, including those with SEN, are being met.

### **6.2 Assessments**

All pupils will be assessed in all subjects each term, this data will be collected on the school's Management Information System. The data for all pupils including those with SEN or disabilities will be analysed by the class teacher and the SENCO to ensure expected progress is being made. In the event that a pupil is not making expected progress in a specific subject area, the teacher will design an intervention plan, in consultation with the SENCO, and the outcomes and impact of the intervention will be reviewed following the next term's assessment.

In the event that pupils, including those with SEN or disabilities are not making expected progress across the curriculum, the SENCO will review the provision in place for those pupils and consult with the relevant agencies to evaluate the best course of action for further intervention.

### **6.3 Support Plan Review Meetings**

Pupils' Support Plans will be reviewed and updated at least annually with the pupil and their parents, guardians or carers and relevant members of staff. However, The Reach Free School recognises that some pupils will require more time than others to work towards and achieve their

targets, and in the event that a pupil is making rapid progress, an earlier review will be arranged to set new targets and accelerate progress.

#### **6.4 Education, Health and Care Plan (0-25) Reviews**

Education, Health and Care Plan (0-25) Reviews will be held for pupils EHCPs with the pupil and the parents, guardians or carers and relevant members of staff. If necessary however, an Emergency Review may be called sooner than the scheduled review depending on the needs of the pupil.

#### **6.5 SEN Audit**

The Reach Free School will annually evaluate its policies, practices and provision for SEN. This audit will be completed by the Headteacher, Deputy Headteacher, Assistant Headteacher, SENCO and nominated SEN Governor and any necessary amendments to policy, practice and provision will be made pending the recommendations of the audit.

### **7. Feedback**

The Reach Free School will respond to feedback given from parents, guardians and carers, outside agencies, staff and the pupils themselves and review and evaluate policy and practice as necessary.

### **8. Pupils of exceptional ability and talent**

The Reach Free School will identify the “More Able” pupils by gathering data on “skills” from primary schools. Lead Teachers and Classroom Teachers will also be invited to identify other individual pupils who they feel fit the profile of an Able and Ambitious learner within their subject.

Staff and parents are referred to the list below, identified by Denise Yates, Chief Executive, Potential Plus UK formerly National Association for Gifted Children (NAGC) to assist in the identification of “More Able” learners:

- Reasons well and learns rapidly
- Has extensive vocabulary & talked early
- Early or avid reader
- Asks lots of questions and learns more quickly than others
- Has a very retentive memory
- Is extremely curious and can concentrate for long periods on subjects of interest
- Enjoys problem-solving, often missing out the intermediate stages in an argument and making original connections
- Has an unusual and vivid imagination
- Is intense and shows strong feelings and opinions
- Concerned with justice and fairness
- Loses interest when asked to do more of the same
- Shows compassion and is morally sensitive
- Has a high degree of energy
- Prefers older companions or adults
- At times mature judgement for age
- Is a keen observer
- Is highly creative
- Tends to question authority
- Has facility with numbers

#### **8.2 The Curriculum**

The “More Able” pupils will be supported with intellectual stimulation through challenge activities and targeted questioning. Pupils will also be given the opportunity of targeted Electives and the opportunity to access cross-curricular projects. They will also be encouraged to take part in activities organised by third parties specifically designed to develop these pupils’ interests and

skills. Highly academic pupils, who are able but underachieving or disaffected, will be identified and targeted for intervention as part of the Targeted Academic Support Programme (TASP). Behavioral challenges will never be a reason for non-inclusion as long as the behaviour is not deemed unsafe.

### 8.3 Roles and Responsibilities

#### 8.3.1 Role of the Deputy Headteacher - Inclusion:

The Deputy Headteacher- Inclusion is responsible for ensuring appropriate coordination of provision for the “More Able” pupils. This involves:

- Coordinating the identification and provision of education for pupils identified as the most able. This will include raising awareness of the needs of individual pupils, to enable all teachers to differentiate classwork and homework as necessary
- Liaising with external agencies where appropriate
- Keeping up to date with developments and thinking in the teaching of “More Able” learners
- Keeping in touch with key national organizations and with other coordinators through national networks eg National Association for Able Children in Education (NACE), Potential Plus UK formerly National Association for Gifted Children (NAGC), Children of High Intelligence (CHI) and the National Academy for Gifted and Talented Youth (AGTY) and the Brunel Able Children’s Education (BACE) centre
- Ensuring that the Senior Leadership Team is periodically, kept up to date regarding the development and implementation of provision for the most able pupils.

#### 8.3.2 Role of Heads of Department

The Heads of Department will ensure that all staff within their team are fully familiar with the SEND Policy. This involves:

- Raising departmental awareness of best practice inside and outside The Reach Free School
- Ensuring all members of the department are aware of which pupils are identified as being the “More Able”.
- Contributing to effective criteria and reviewing department policy for the “More Able” pupils periodically.
- Monitoring effective differentiation of extension and enrichment activities
- Investigating the opportunity for a pupil to enter for examinations earlier than their peers, in a subject

#### 8.3.3 Role of Subject Teacher

All subject teachers are responsible for ensuring the “More Able” pupils are fully catered for within their lessons. This involves:

- Differentiating specifically for the most able pupils in lesson planning and homework
- Showing an awareness of traits and characteristics of “More Able” learners.
- Knowing which pupils in each class have been identified as the most able.
- Providing a range of teaching and learning strategies which extend (e.g. critical thinking, problem solving)

#### 8.3.4 Role of Assistant Teachers

Assistant Teachers are responsible for ensuring the “More Able” pupils are fully engaged and stretched. This involves:

- Celebrating work of all pupils
- Encouraging pupil participation and promoting opportunities for leadership and communication skills

### 8.4 Monitoring and Evaluation of Pupils with an exceptional ability or talent

Any monitoring or evaluation, in terms of integrity of the policy and its implementation and the effectiveness of its provision, must consider pupils’ workloads and possible effects on motivation / self-esteem. It is done through:

- monitoring the identification of pupils

- monitoring progress of the most able pupils using summative and formative assessment and own observations

## 9. Complaints

If pupils or parents, guardians and carers are unhappy with any aspect of provision they should discuss the problem with their child's form teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCO. For a problem that might need time to be explored fully, parents, guardians or carers should make an appointment.

In the event of a formal complaint parents, guardians and carers should follow the procedure in The Reach Free School's Complaints Policy.

## 10. Children Looked After

The Deputy Headteacher responsible for Inclusion is also the Designated Teacher for Children Looked After and will work closely with the local authority to support any children in their care who attend The Reach Free School contributing to their Personal Education Plan (ePEP) and using this to inform and contribute to strategies used at school to support any additional learning needs.

## 11. Links to other policies:

Equality Scheme  
 Teaching and Learning  
 Anti Bullying Policy  
 Home Learning  
 Behaviour  
 Exclusion  
 Assessment  
 Complaints  
 CLA Policy  
 SEND Code of Practice (0-25) DfE, 2014 (updated May 2015)

## 11. Monitoring and Review

The Reach Free School SEN and Disability Policy will be reviewed annually by the Governing Body.

**Created:** September 2012

**Revised:** November 2018

**Ratified by the Governing Body:** October 2013

**Date of Last Review:** November 2019

**Date of Next Review:** November 2020

Change History	Change(s) Made	Change Author
V1.0	Policy created	NSI
V1.1	Minor amendments to the wording of the policy	RBO
V1.2	Updated the SENCO and contact details. Amended IEP to Support Plans and included Section 8 on the pupils of exceptional ability and talent.	RBO/ LFI
V1.3	Updated some terminology and job roles	NSI
V1.4	Minor amendments to the wording of the policy, updated job roles and name changes of national organisations.	ASM
V1.5	Minor amendments to the wording of the policy and	RBO/ LJU

	updated job roles	
V1.6	Minor amendments to the wording of the policy and updated job roles. Review of 'More Able' section.	ASM/ LJU/ JBE