

# Special Educational Needs Policy



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## SEN Policy

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## SEN Policy

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### 1. Introduction

This policy refers to students at Redbridge Community School (RCS) with Special Educational needs (SEN).

The Education Act 1996 states that children have a SEN if they have a *learning difficulty* which calls for special educational provision to be made for them.

Children have a *learning difficulty* if they:

- a) have a significantly greater difficulty in learning than the majority of children the same age
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority

Special educational provision includes that which is *additional to and/or different from* the provision generally made for pupils of the same age. This provision may be triggered when students fail to achieve adequate progress despite in-class differentiation and quality first teaching.

Lack of adequate progress may be

- Working significantly below age expectations, particular in literacy or numeracy
- Presenting persistent social and emotional difficulties, which have not been managed by the appropriate strategies usually employed
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids and equipment
- Poor communication or interaction that result in little progress despite being managed by the appropriate strategies usually employed

The Equality Act 2010 (EA) defines disability as "a person with a physical or mental impairment which has a substantial long-term adverse effect on their ability to carry out normal day-to-day activities." This means that the legal definition of disability and SEN is not the same.

It is therefore possible to be disabled under the EA and have a SEN or to be disabled under the EA and have no SEN. As advised in the SEN Code of Practice (2014), where a child or young person with a disability requires special educational provision over and above the adjustments, aids and services required by the EA, they will be additionally covered by the SEN definition.

In addition, RCS considers the following not to be a SEN even though they may impact on progress and attainment

- Attendance and punctuality
- English as an additional language (EAL)

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- Being in receipt of the Pupil Premium
- Being a Looked After Child (LAC)
- Being a child of a serviceman/woman

The Code of Practice 2014 describes the four broad areas of SEN:

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

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### 1.1 Intended Audience

All members of RCS community which includes parents/carers/staff and Governors.

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### 1.2 Review of the SEN Policy

The school considers this SEN Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice. A review of the SEN Policy is carried out by the Governors every 12 months

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# 2 Aims and Objectives

## 2.1

Redbridge Community School (RCS) is a mainstream secondary school committed to raising aspirations and the life chances of every student by providing first class learning opportunities. The school community recognises and celebrates students of all abilities. Relationships between all are based on mutual respect. The school is ambitious in delivering learning excellence for all within its community. This is reflected in our school motto - *Aspire, Respect, Opportunity, Excellence*.

The Governing Body (GB) in partnership with the Head teacher has the responsibility for ensuring that SEN provision is made for all students attending the school. This is done in accordance with:

- The Special Educational Needs and Disability (SEND) Code of Practice  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf):
- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.  
<https://www.legislation.gov.uk/ukpga/2014/6/part/3>
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for Education, Health and Care Plans (EHCP), SEN Co-ordinators (SENCOs) and the SEN information report.  
<https://www.legislation.gov.uk/uksi/2014/1530/contents/made>
- The Equality Act 2010  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

RCS aims to

- Identify barriers to learning at the earliest opportunity
- Provide intervention at a suitable level when a student is identified as having a SEN
- Use resources effectively to support students with SEN
- Ensure that all staff are aware of and understand the needs of students identified as having a SEN
- Ensure all teachers understand they are teachers of SEN within their own classrooms
- To provide full access to the curriculum through differentiated planning by class teachers, SENCO and support staff as appropriate

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- To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those students recorded as having SEN Support or an Education, Health and Care Plan (EHCP)
- To value and encourage the contribution of all students to the life of the school and to ensure that every student experiences successes in their learning
- Provide training, where necessary and/or appropriate, for all staff working with students with SEN
- Assess and keep records of the progress of students with SEN
- Work with outside agencies who provide specialist support and teaching for students with SEN
- Inform and involve the parents of students with SEN so that working together can best support the student
- Encourage active involvement by the students themselves in meeting their needs
- To ensure students learn to take an increasing responsibility for their own learning and actions so that they will be equipped to deal with life after school, whether in higher education or at work
- To enable students to move on from RCS well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of further education, employment or training in life and learning
- To ensure that students with SEN are perceived positively by all members of the school community, and that SEN provision is positively valued and accessed by staff and parents/carers

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### 3 Co-ordinating SEN Provision

Various people have specific responsibilities towards students with SEN

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#### 3.1 Governing Body

In co-operation with the Head teacher, determine the school's general policy and approach to provision for students experiencing SEN, establish appropriate staffing and funding arrangements and maintain general over-sight of the school's work. The School Governor with responsibility for SEN is **Mark Thomas**.

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#### 3.2 Head Teacher

Works with the Assistant Head Teacher (Head of Inclusion), SENCO and SEN Governor to determine the strategic development of the SEN Policy and provision in the school. He has overall responsibility for the provision and progress of learners with a SEN.

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#### 3.3 Special Education Needs Co-ordinator (SENCO)

In collaboration with staff as appropriate, Mrs Sheryll Lunn is responsible for the identification, managing of provision, monitoring and reviewing of students with cognition and learning, speech, language and communication, sensory and physical needs. This includes the management of the Resource for Hearing Impairment at RCS. The school is named as the Secondary Resourced School for Hearing Impairment in Southampton. It supports severely and profoundly deaf children who have an EHCP stating this hearing loss as their primary area of need.

In so doing, she manages a team of SEN teachers (including a newly qualified Teacher of the Deaf) and teaching assistants who all aim for optimal academic and social inclusion. She is responsible for undertaking annual reviews for students who have an EHCP. In so doing, this does not remove from teachers the responsibility to manage the cognition and learning, speech, language and communication and physical needs of the students within their lessons. In line with new requirements, she also co-ordinates exam Access Arrangements for KS4 students.

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#### 3.4 Heads of Year (HoY)

There are five Heads of Year - each responsible for a particular year group. In collaboration with staff, part of their role includes identifying, monitoring and reviewing students experiencing social, emotional and mental health (SEMH) needs. HoY meet with the Inclusion Lead on SMT and the SENCO at least termly to update the SEN register. This does not remove from teachers the responsibility to manage the SEMH needs within their own lessons and in accordance with the school's behaviour policy.

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### 3.5 Assistant Head Teacher - Head of Inclusion (HOI)

Line manages the SENCO and is responsible for the management of alternative provision. She manages a team of staff and together, they generate, monitor and review targets for students experiencing SEMH and SLCN difficulties. Staff have regard for the school's behaviour policy and when necessary, the HOI draws in a wider range of professionals and opportunities to support each student with their individual challenges.

The SENCO, HoY and HOI will strive to:

- Identify students experiencing SEN in collaboration with professional colleagues and keep the AN (Additional Needs) Register up to date
- Advise on the graduated approach to providing SEN support
- Assist colleagues to support the needs of students experiencing SEN in the mainstream classroom
- Keep up to date and accurate records of students with SEN
- Maintain Individual Education Plans, where appropriate, and disseminate relevant information to colleagues
- Ensure that all staff are aware of and understand the needs of students identified as having a SEN
- Monitor the progress of students experiencing SEN
- Regularly meet TA's (where appropriate) to co-ordinate and advise on appropriate support throughout the school
- Advise and support staff development associated with SEN
- Involve students and parents in discussions and reviews
- Liaise with other schools
- Liaise with outside agencies and support services and share developments in order to inform reviews and forward planning
- Monitor, evaluate and review the effectiveness of the SEN policy and advise the Head teacher

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### 3.6 Teaching Staff

All teachers are teachers of students with special educational needs. They are responsible and accountable for the progress and development of students in their class, including when students access support from other areas of the school. Central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of a wide range of abilities, aptitudes and interests of the students in their classes. Their responsibilities include:

- Ensuring the objectives outlined in Part 2. are met
- To be fully aware of the school's procedures for SEN



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- Ensuring they are aware of any additional information for students with SEN and consider this in lesson planning e.g. AN Register, Information Sheets, Curriculum Support Sheet
- Ensuring the provision in their classroom is appropriate to need and progress is monitored
- Devising strategies and identifying appropriate differentiated teaching methods
- Management of any additional adults in their lesson to best support teaching and learning
- Raising individual concerns to SENCO/ HoY/HOI

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### 3.7 Teaching Assistants (and UQT in Edu-K8)

SEN support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by trained teaching assistants (TAs) throughout the school and management of TAs in the classroom is the responsibility of the classroom teacher.

TAs, under the supervision of the SENCO, will support students experiencing SEN, in particular, and all students, in general, within the mainstream classroom. The support timetable is reviewed annually.

Under the supervision of the HOI, staff working within this area will work in small groups and support other staff where appropriate.

The TAs and UQTs within their own areas, where appropriate, will:

- Monitor students' progress, keep relevant records and help to determine the effectiveness of the classroom support
- Support progress against targets set by student, teacher or outside interventions
- Assist with the development and upkeep of student information sheets
- Work with small groups in and out of the classroom as directed by the class teacher and/or SENCO
- Support students on Educational Visits as required
- Communicate with the classroom teacher to best support outcomes for a student/group of students

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# 4 Admission Arrangements

RCS follows the admissions policy for children with a SEN as outlined by the Local Authority.

If a student has an EHCP, the following process is followed:

- LA request parental preference
- Parental preference returned to LA SEN team.
- Consultation with schools regarding the preferred school
- 10 working days for school responses to LA SEN team.
- Referral to Complex Cases panel made where necessary.
- Additional extra time at panel if necessary
- Draft amended EHCP issued
- Placement confirmed
- EHCP finalised

After an offer of placement is confirmed, the SENCO/HOI/HOI as appropriate meet with the student and/or parent/s and/or school to discuss individual SEN requirements. This meeting will lead to provision being put in place for the student.

If a student does not have a EHCP, then their support provision will be reflected in the school's/ parent's/other professional's understanding of their specific needs - see 5.1.

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# 5 Identification, Assessment, Provision, Monitoring and Reviewing

## 5.1 Identification

RCS uses the *Graduated Response* as outlined in the *Code of Practice* Jan. 2015. To help with this process, a variety of procedures are used.

### 5.1.1 Primary Liaison

The SENCO liaises closely with primary feeder schools in the Summer term prior to students joining RCS to discuss the needs of students with identified and emerging SEN.

When notified by the LA of a student transferring to RCS with an EHCP, the SENCO will make contact with the primary school so that attendance at the Annual Review meeting/s prior to joining RCS can happen and additional transitional arrangements can be discussed and organised.

### 5.1.2 On arrival at RCS

Year 7 students undergo reading, spelling and sometimes numeracy assessments to support the identification of a SEN.

When a student joins RCS at any other time, reading, spelling and sometimes numeracy assessments will be carried out to support the identification of a SEN. Where appropriate, the previous school will be contacted to acquire other relevant information.

### 5.1.3 Staff Communication

Members of staff consult with the SENCO/HoY/HOI (as appropriate) if they feel a student has a SEN or if the student has a SEN and requires additional intervention/provision. Evidence of the concern must be produced along with provision and impact undertaken.

### 5.1.4 Parent/Carer Referrals

The parent/carer of a student may express concern about a potential SEN. Relevant information will be gathered by the appropriate member of staff and actions will be discussed with the parent.

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A list of all students identified as SEN through the procedures above is available to all members of staff and data gathered is available in order to support teaching and learning.

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### 5.2 Graduated Response

Teaching students with SEN is a whole school response. The Assess, Plan, Do, Review cycle is used as a *Graduated Response* to SEN provision.

RCS have 5 stages within this *Graduated Response* - stage 4 and 5 would place a student on the SEN Register. At termly reviews, a student may move up, down or remain at the current stage of provision.

Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of a wide range of abilities, aptitudes and interests of the students. The majority of students should make progress through **high quality teaching, differentiated** for individuals.

**Monitoring** of progress will be carried out by the class teacher and used to inform future differentiation with whole class planning.

The student's progress will be **reviewed** at the same intervals as for the rest of the class and a decision made about whether the child is making adequate progress at this level of intervention.

Where a period of differentiated curriculum support has not resulted in the student making adequate progress OR where the nature or level of a student's needs are unlikely to be met by such an approach, provision at the **SEN Support** level may need to be made.

SEN Support may result from:

- Low literacy/numeracy scores
- Staff observations
- Primary school input
- Parental concerns

Provision to support the student may include:

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- Targeted literacy and/or numeracy support e.g Curriculum Support Department provision
- Interventions and/or groupings to support social/emotional development e.g. Nurture Group, Support from the SEMH Support team, EduK8 provision
- Interventions and/or groupings to support communication and interaction development e.g. Nurture Group, EduK8 provision
- Tutoring sessions for some students who access the Hearing Impaired Resource
- Additional support for students with a physical impairment
- Smaller teaching groups
- Additional adult support e.g. a Teaching Assistant
- Staff training

The responsibility of these students remains that of the class teacher, in consultation with the SENCO, HoY and HOI as appropriate. Additional interventions may result in the student having targets aimed at addressing a particular need. These targets should be transferred into lessons and responsibility to do this rests with both students and staff

**Monitoring and reviewing** is carried out on at least a termly basis. The subject teacher/ SENCO/ HoY/HOI - as appropriate, will look at the monitoring information and may make adjustments to the provision for the student.

As part of the **review** process, SENCO/ HoY/ HOI and/or school colleagues, in consultation with the parents/carers, may conclude that despite receiving additional and different support, the student continues to have significant needs which are not being met by current interventions. Where this is the case, a decision may be made to seek advice from external support services. This support may include:

- Specialised assessments
- Advice on strategies and targets
- Direct work with the student
- Staff training

Should assessments identify that a student requires resources over and above the school's SEN delegated budget, the school may apply to the LA for additional resources and to request an EHCP assessment

**Monitoring and reviews** will continue to take place.

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If a student fails to make adequate progress with this advice from external support services, and has demonstrated a significant cause for concern, the school and /or parent/carer may decide to request that the LA undertakes an **Education, Health and Care assessment**. This may lead to the student being provided with an EHCP.

The school is required to submit evidence to the LA. A judgment about whether or not the student's need/s can continue to be met from the resources normally available to the school will be made by the appropriate panel. This judgment will be made using the LA's current criteria for making an Education, Health and Care assessment.

**Planning, provision, monitoring and review** processes continue as before while awaiting the outcome of the request.

If an EHCP is granted, there will be an Annual Review, chaired by the SENCO , to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHCP or to the funding arrangements for the student.

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### 5.3 Specialised Provision

There are no SEN classes or groups at RCS, but we do run small withdrawal groups for curriculum support, for students who have a hearing impairment, for students with communication and interaction needs as well as social , emotional and mental health support. The school also has a Nurture Group for students in Year 7 and 8 and an Endeavour pathway in Year 9,10 and 11. EduK8 offers small classes and individual support based upon need.

The school is designated as the resourced provision for hearing impaired secondary aged students in Southampton. Thus we are able to offer the full range of academic and social opportunities and experiences of a large mainstream school alongside the security and benefits of a hearing impaired peer group. Our students are proud to belong to both of these groups.

Our Assistant SENCO is a trained Teacher of the Deaf. The Assistant SENCO and the SENCO will work closely to manage the H.I. Resource.

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### 5.4 Supporting Students with Medical Conditions

RCS recognises that students at school with medical conditions should be properly supported so that they have full access to education, including PE and school trips.

Some children with medical conditions may be disabled and if this is the case, RCS will comply with its duties under the Equality Act 2010.

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Some students with medical conditions may have a SEN and may have a EHCP which brings together their health and social needs as well as their special educational provision.

The school's policy for supporting students at school with medical conditions can be found on the school website or a paper copy can be requested at reception.

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### 5.5 Allocation of Resources

In line with the school's aims, and the Code of Practice (Jan. 2015), the school believes that students experiencing SEN, including students with EHCPs should, as far as possible, be educated alongside their peers and have access to a broad, balanced and relevant curriculum.

To facilitate this, a proportion of the school's delegated budget for SEN is used to enhance the overall teacher staffing of the school with the aim of maintaining a preferential student/teacher ratio to facilitate effective differentiation within the classroom.

Teaching Assistants offer classroom support. Students with an EHCP, lower ability teaching groups across the curriculum and students at SEN Support with particular needs may be supported.

Small withdrawal groups are used to target specific identified needs.



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# 6 Access

## 6.1 Access to learning and the curriculum

(See also School Access Plan)

## 6.2 Access to the school environment

RCS is currently a single site school. The school consists of two main blocks with stairs and lift from ground floor or first floor. Entrance to the school building is through the main lobby and side entrance, which are level and therefore suitable for wheelchair access. Entrance to EduK8 is at the front of the school, also on ground level. Classrooms are accessed by corridors from which there is also wheelchair access. The school has four mobile classrooms.

Aids to physical access include disabled parking bays, ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilet and washing facilities, evac. chairs, adjustable lighting, blinds and way-finding systems. All areas of the school are accessible to all students including those with wheelchairs with the exception of the four mobile classrooms. Here, a portable ramp is available for use. If this does not support access, alternative classrooms for teaching can be arranged.

For our hearing impaired students, there are visual fire alarm points and radio aid systems.

Occasionally students with particular physical difficulties may be supported by a teaching assistant.

## 6.3 Access to the National Curriculum

SEN provision at RCS is based upon the National Curriculum Statutory Inclusion Statement (2000). It sets out three principles:

- Setting suitable learning targets
- Responding to children's diverse needs
- Overcoming potential barriers to learning

To do this, RCS aim to ensure

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- All students have access to a balanced and broadly based curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every student's needs
- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse
- Staff will work in a way to avoid the isolation of the students they are supporting, and will encourage peer tutoring and collaborative learning
- Schemes of work have recently been reviewed and are available to view on the school website
- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate
- Use of a range of assessment procedures within lessons (such as role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately
- TAs provide additional in-class support
- Small withdrawal groups by SEN staff support students according to need
- Students with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate
- The school will ensure that there is a range of extra-curricular activities that are barrier free and do not exclude any students
- All staff receive in-service training and support, where appropriate, to meet the needs of students with SEN

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### 6.4 Access to Information

All students requiring information in formats other than print have this provided

Adaptation of printed materials may happen so that students with delayed literacy skills or visual impairments can access them, or ensure access by such things as pairing with peers, extra adult support.

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# 7 Evaluating the success of the School's SEN Policy

The success of this policy and its implementation may be evaluated using the following indicators

- Having the systems in place to identify students with SEN as early as possible
- Assessment records e.g. reading, spelling, number, BOXALL assessments showing progress over time
- Evidence of progress towards targets set. For example, Knowledge and Skills assessment targets, grade and number targets set for KS4, IEP targets
- Reviewing the impact of interventions
- Removal from SEN Register or movement down the stages of Graduated Response provision
- Student questionnaires
- Having a positive and effective partnership with parents
- Recorded views of student and parents/carers particularly at meetings
- Whole school monitoring and evaluation procedures which may include sampling of work and observations
- Number of complaints received

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# 8 Arrangements for considering complaints

A parent wishing to complain about provision or policy should, in the first instance, raise with the SENCO/ HoY/HOI as appropriate who will try to resolve the situation. Please contact the school office and they will put you in contact with the appropriate member of staff.

If the issue cannot be resolved, the parent can submit a formal complaint to the Head teacher in writing or any other accessible format

Any issues that remain unresolved at this stage will be managed according to the **Complaints Policy**. This is available, on request, from the school office

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# 9 Arrangements for SEN In-Service Training

The school is committed to the further professional development of its entire staff - both teaching and non-teaching and further details can be found in the school's Staff Development Policy.

It was stressed earlier that the responsibility for the needs and teaching of students experiencing SEN is shared by the whole staff and that all students are entitled to have access to a broad, balanced and relevant curriculum which is differentiated to meet individual needs,

To help meet this aim

- All staff are expected to attend relevant in-service activities to help increase their confidence and expertise in teaching students experiencing SEN in the mainstream classroom
- In-house training may be provided by the SENCO, HoY and HOI.
- Areas for specific development will be detailed in the school's and Inclusion and SEND Action Plan.
- The SENCO attends regular cluster meetings to update and revise developments in SEN
- Each department has nominated a SEN LINK representative and this group meets with a different focus annually

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# 10 Teachers and facilities from outside the school, including support services

Following the identification of a student experiencing a suspected and/or emerging SEN and the review of School Action, the school may draw on advice from specialists within school or outside agencies - those most relevant to help meet the student's needs.

Outside agencies may include:

- Educational Psychology
- School Attendance & Safeguarding Team
- Social Services Department
- Health Service (e.g. School Health Services, General Practitioner (GP) and Therapists)
- CAMHS (Child and Adolescent Mental Health Service)
- Local Authority
- Police
- Youth Offending team
- Missing Exploitation Team (MET)
- Various Specialist Advisory Teachers
- Outreach Support Services
- Speech and Language Therapy Services
- Youth Support Services
- Solent Education Business Partnership
- DASH team (Drugs and Sexual Health)
- CASH team (Contraception and Sexual Health)
- No limits
- Solent NHS
- Yellow Door
- Barnardos
- SAFE Choices
- Mental Health Support Team (MHST)
- Prince's Trust
- NSPCC
- Edge of Care
- MASH Services (social workers, family engagement workers)
- Hospital School
- Simon Says
- Behaviour Resource Service

In keeping with the Code of Practice, the school will fully consult and involve the student and his/her parents at all times.

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# 11 Arrangements for partnership with parents/carers

Parents may, at any time, make an appointment through the school office to speak with the school's SENCO, HoY, and HOI as appropriate.

Where a potential SEN is identified by the school the school's SENCO, HoY and HOI as appropriate will contact the parents, inform them and invite them to the school to discuss the provision being put in place for their child.

The school believes in the importance of working with parents as partners and that this is particularly relevant for students experiencing SEN. We believe in an open dialogue with parents and a mutual sharing of information. As well as sharing their concerns, parents can share their understanding of their child's strengths and needs. We will make every effort to encourage parents to recognise that they will have responsibilities towards their child and we expect parents to become full partners and act on the advice given by the school and relevant outside agencies.

Parents will be invited in to the school to discuss their child's progress and we will encourage parents to make a full contribution towards their child's targets and/or Annual Review.

Parents/Carers evenings provide regular opportunities to discuss concerns and progress. Parents/Carers are able to make other appointments on request.

Parents can access the school's SEN Information Report on the school website or request a paper copy at reception.

Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Head teacher or, if this fails to resolve the issues, the Governing Body. Our complaints procedures is available on the school website or can be collected from the school office. It sets out the steps for making a complaint in more detail.

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# 12 Links

### 12.1 Other schools/Transfer arrangements

The school feels that close liaison between Redbridge Community School and feeder schools is particularly important as is the role of the SENCO in ensuring the transfer of relevant information as detailed in section 5.2.2 above.

In the Summer Term prior to transfer, and after the SENCO has communicated with feeder schools, all new students are invited, through their Primary Schools to spend a day's induction at Redbridge Community School. This is followed by a Parents' Evening where the new students and their parents meet the new tutors and are given the details of the SENCO if they would like to make contact privately. ***Due to Covid-19, in the summer term of 2021 - this was amended and a morning offer was given to all primary schools.***

Prior to this Induction Day, our feeder schools are asked to highlight to Redbridge Year 6 students and their parents who they feel are likely to be most vulnerable in the transition process. For students who hold an EHCP, the SENCO will prioritise attendance at Annual Reviews in Year 6 - if invited by the primary school. Additional visits to the primary school by Redbridge staff and to Redbridge Community school by the student can happen as needed prior to transition.

We feel that the transfer of information when students join or leave us is particularly important to ensure a smooth transition and continuity of provision. We will pass any relevant information (including the student's targets) to a receiving school, on being advised that the student has been admitted to that school. Similarly we expect to receive relevant information from the student's last school on admission and will make all efforts to obtain this information if this is not immediately forthcoming.

For students with EHCPs, in Year 10 (if possible) and in Year 11, contact will be made with the chosen college so that transition work can be discussed and planned.

For students without EHCPs but experiencing SEN, we will communicate to ensure that relevant information is transferred to the receiving college.



## SEN Policy

# 13 Acronym Help Page

<b>Acronym</b>	<b>Description</b>
AN Register	Additional Needs Register
CAMHS	Child and Adolescent Mental Health Service
CASH	Contraception and Sexual Health Team
DASH	Drugs and Sexual Health Team
EA	Equality Act
EAL	English as an Additional Language
EHCP	Education, Health and Care Plan
GB	Governing Body
HOI	Head of Inclusion
HI	Hearing Impaired
HoY	Head of Year
KS4	Key Stage 4 (Year 10 and 11)
LA	Local Authority
LAC	Looked After Child
RCS	Redbridge Community School
SEMH	Social, Emotional and Mental Health
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
UQT	Unqualified Teacher
TA	Teaching Assistant