



## **SEND Policy**

<b>Approved by:</b>	<b>Governors 9 April 2025</b>
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<b>Last reviewed on:</b>	April 2025
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<b>Next review due by:</b>	annually
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## Our vision

At Rugby High School, we set heights in our heart.

While striving for **excellence for all**, in all its forms, our aim as a school is to encourage our students to be ambitious and creative thinkers, to face challenges, to work together, to learn to apply and adapt their knowledge and understanding so that they are prepared and excited for the future, whatever it may bring.

Our aspiration is that **all our students** understand what it is to show compassion and empathy and to take responsibility as brave, independent global citizens.

Our students will move on from Rugby High School knowing how to be Resilient, Healthy and Successful, showing kindness, care and respect to others

Inspired by their curiosity and love for learning our students will leave us with a confident voice, ready to take their place, knowing that their actions have the potential to change the world.

## 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
- The Special Educational Needs and Disabilities Regulations 2014

This policy also considers the following legislation in order to meet our statutory requirements:

- Equality Act 2010
- Working together to Safeguard Children 2023
- Keeping Children Safe in Education 2024

### Objective of the policy

The governing body of Rugby High School aims to provide an inclusive education to enable all of its students to access the curriculum and to make progress in line with the rest of their cohort. It recognises that students with a special educational need or disability require additional help and support to do this. This policy aims to give an outline of the ways in which the school seeks to identify and to meet the differing needs of its students.

### Definition of Special Education Needs and Disability

The Disability Discrimination Act defines disability as ‘a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities’. A student at RHS is regarded as having Special Educational Needs if they:

- have a significantly greater difficulty in learning than the majority of their peers
- has a disability that calls for special educational provision to be made for them.

Special Educational Needs at RHS may include specific learning difficulties such as:

Communication and Interaction, for example, speech and language difficulties

Cognition and learning, for example, dyslexia, and dyspraxia

Social, Emotional and Mental Health difficulties such as ADHD

Sensory and/or physical needs, for example, visual and auditory impairments and processing difficulties,

A student is not regarded as having a SEND solely because the language of the home is different from the language in which she is taught.

### Roles and Responsibilities

The SENCO (Senior Assistant Headteacher – Yvette Grogan)

Email address: [grogany@rugbyhighschool.co.uk](mailto:grogany@rugbyhighschool.co.uk)

They will:

- Work with the Headteacher and SEN governor to determine the strategic development of SEN policy and provision at the school
- Work with the Headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have the overall day to day responsibility for the managing the operation of the SEN policy and coordinating additional provision to support the needs of SEN students, including those with EHCPs
- Have overall responsibility for the provision and progress of learners with SEND
- Provide professional guidance to colleagues and work with staff, parents and external agencies to ensure that students with SEND receive appropriate support and high quality teaching
- Deploy the school's delegated budget and other resources to meet the students' needs, and regularly review the effectiveness of any support using the graduated response
- Together with Learning Support Manager and the Learning Support Assistants, be the point of contact for external agencies
- Together with the SEN team, be the point of contact for external agencies, especially the local authority and its support services

- Oversee exam access arrangements following JCQ guidelines
- Provide feedback for parents and arrange for review meetings to take place
- Ensure that the school keeps the records of all students with SEND up to date
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned

### **The SEND governor (Adrian Canale-Parola)**

**Email address:** [A.Canale-Parola@rugbyhighschool.co.uk](mailto:A.Canale-Parola@rugbyhighschool.co.uk)

They will:

- Keep up to date with changes to the local offer and help raise awareness of SEND issues at governing body 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 the strategic development of SEND provision in the school

### **The Headteacher**

**Email address:** [m.grady@rugbyhighschool.co.uk](mailto:m.grady@rugbyhighschool.co.uk)

The Headteacher will:

- Work with the SEND governor and SENCo to determine the strategic development of SEND provision in the school so that the needs of SEND students are met

### **Class Teachers**

Each class teacher is responsible for:

- The progress and development of all students, including those with SEND using high quality teaching strategies and universal/targeted support to enable all students to reach their potential
- Adapt their teaching to meet the needs of all students in the classroom
- Work with the SEN team to monitor student's progress, reporting concerns in a timely manner
- Follow the SEND policy and act upon the advice given by the SEND team
- Keep up to date with suggested teaching and learning strategies to support SEND students by regularly accessing the SEND register

#### The role of the Learning Support Manager is to:

- conduct assessments
- participate in the creation of learning plans, passports and reviews
- support students in the classroom and deliver 1:1 and small group interventions as required carry out a range of administrative tasks associated with learning support.
- Give advice and guidance to staff regarding appropriate teaching strategies to support the needs of SEN students in conjunction with the SENCo

#### The role of the Learning Support Assistant is to:

- observe and support individual students with greater needs within lessons
- report on the progress of the identified individual students and conduct reviews with parents
- offer 1 to 1 mentoring to support with study skills and SEMH
- support the work of the Learning Support Manager and SENCo
- co-ordinate feedback for requests for neurodevelopmental assessments by RISE or private assessors

The SEN team works closely with the pastoral team so that a holistic approach is used to support the needs of all students, including those with SEN

#### The role of the Sixth Form Learning Mentor/s is to:

- help identify students at risk of underachieving in Years 12-13 and to put appropriate interventions in place including mentoring and coaching students on a one to one or small group basis
- help students to develop effective learning strategies.

#### Admission Arrangements for SEND Students

The school welcomes applications from students with a SEND. Students seeking entry to Year 7 are required to sit the GL generated 11+ tests. Those seeking entry to Years 8-11 take tests in Maths, English and Science. For all these tests, the school makes provision in line with that which would be available for public examinations e.g. amanuensis, additional time, rest breaks, enlarged papers etc. for students with a professionally documented SEND. Entrance to Year 12 is based on GCSE results (a minimum of 6 grade 6s). Parents enquiring about SEND arrangements for students seeking entry to Year 7 should contact Warwickshire Admissions Department. Parents seeking entry for a place in Years 8- 12 should contact the school directly to enquire about arrangements.

#### The School's Provision

All teachers are teachers of SEND and are trained to provide adaptive teaching strategies and learning resources for the students in their classes. The school has a wide range of school-based provision for those who require a level of support beyond this including:

- A tailored, individual programme delivered by the SENCo, Learning Support Manager or

#### Learning Support Assistant

- In-class support
- Mentoring sessions using a solution-focused approach
- Peer mentoring and cross age tutoring
- Diagnostic assessment by the Learning Support Manager
- Individual multi-sensory programme
- Small group/1:1 literacy sessions
- Break and lunch time clubs
- Access to specific materials and equipment including IT support
- Classroom observations
- Positive behavior plans using a restorative approach

If a student continues to make limited progress despite universal and targeted approaches being used or to continue to have social, emotional and behavioural difficulties which substantially affect their own learning or that of their peers, arrangements will be made to seek help and advice from appropriate external agencies.

There is a full range of co-curricular activities available at lunchtime which all students, including those on the SEND register are encouraged to attend. These help students to mix with others across year groups, develop new skills and give focus to students' social time.

#### Facilities

The school's SEN support centre is known as BOOST. It is open to all students. It consists of a staff office and an adjacent room in which individual or small group support can be delivered. Students know that they can come here for individual support, if they need time out or for a quiet space during break and lunchtimes. In addition, the school has a separate nurture room (room 2) which can be used by SEND students that need time out. The school is almost completely accessible by wheelchair. There are disabled toilets on all floors of the main school building as well as in the Sixth Form and Music.

#### **Allocation of Resources**

The school receives a funding allocation for students with SEND based on its school census returns. This money is used to fund the purchase of external services for students and contributes to funding the costs of providing support for students internally. The Learning Support Manager is allocated an annual budget from which to purchase other resources e.g. student laptops on a needs basis. The costs of special arrangements for public examinations are borne from the examinations officer's budget.

#### Identification of Need

Rugby High recognises the importance of early identification, assessment and intervention in successfully meeting the needs of students with SEND and endeavours to ensure that all relevant information from primary feeder schools is shared prior to transfer.

Upon admission in the Autumn Term all new Year 7 students are screened in Reading, Writing, Maths, Science and Spelling and students sit GL CAT4 assessments. The results are used to prioritise students for intervention from the SEND Department (BOOST.)

New concerns about individual students in any school year may be raised at any time during the academic year. Teachers, pastoral staff, parents or students themselves may make referrals to SENCo, Learning Support Manager or the Pastoral Manager Main School. The SEND Team will then assess what support is required. Students who need to be formally assessed will be assessed using evidence-based methodologies and up to date standardised tests.

All students with SEND are placed on the School SEND Register. The register is updated regularly by the SENCo and is available to staff via a secure folder in the staff secure area of the school computer network.

The Code of Practice 2015 requires that schools adopt a graduated response to meeting special educational needs that first considers classroom and school resources before bringing in specialist expertise from outside agencies.

### Curriculum Access and Inclusion

The school aims to make the whole curriculum accessible to SEND students. Where necessary adjustments will be made following discussion with the student and their parents. Examples of adjustments include: one to one support either within class or on a withdrawal basis, provision of specialist equipment or materials, solution-focused approaches. Students with a SEND are encouraged to play a full part in the life of the school. They are encouraged to lead groups and to participate in extra-curricular activities on the same basis as other students. Student-run activities offer structured and friendly social interaction. In addition, older students with SEND often mentor younger students or provide cross-age tutoring offering additional support and encouragement. In planning trips and visits staff take the needs of SEND students into account. Parents are invited to join outings where a student needs specialist care or support that cannot be provided by school staff.

### Complaints

Parents of a student with SEND who have a complaint are urged to try to resolve it informally in the first instance by raising it with the member of staff concerned, the Senior Assistant Headteacher, Head of Sixth Form or the Headteacher. If this does not bring a satisfactory outcome, they should use the Complaints Procedure (downloadable from the website) to seek a resolution.

### Staff Training

The staff receive SEND-related training from a variety of internal and external sources including parents and health professionals where appropriate. Where a student has complex needs or has a need that is new to the school, arrangements are made to ensure that staff are appropriately briefed and trained prior to the student's arrival in school.

### Partnership with Parents and Students

Parents have a key role to play in supporting their child's learning and also know their child better than anyone else so are an important source of information for staff. Parents of students on the SEND register are invited into school for regular progress reviews. Students with SEND are encouraged to highlight strategies which staff can use to support students in and out of the classroom, these, and other key information which the students feel they would like to share with their teachers and staff working with them, are collated on the Student Passport. Copies of all

Student Passports are held in a secure folder which staff can refer to easily. The Student Passport is reviewed at the start of the academic year and at regular intervals during the year. In between these, they are encouraged to contact their child's form teacher, relevant Wellbeing and Progress lead, Head of Sixth Form, or SENCo if they have any concerns about their progress or welfare.

### External Links

The school makes use of a variety of external support services. These include:

- Educational Psychologists
- Integrated Disability Service (IDS)
- Speech and Language Service
- SEND information, Advice and Support Service (SENDIASS)
- Connect For Health
- Occupational Therapy
- Warwickshire Flexible Learning Team
- Children and Adolescent Mental Health Services (CAMHS)
- Local Authority Support Services such as Targeted Support Officers
- Independent School Counsellor or external counselling services.
- Act For Autism
- SEND Supported

### Transition Arrangements

Where possible the school staff visit all incoming Year 6 students in their last term at primary school. One of the purposes of the visit is to identify any students with SEND and to ensure that appropriate provision is planned in advance. For older students or those with complex needs, a planning meeting is held with the student and her parents or carers to ensure that the transition proceeds smoothly. Where appropriate, transition will be phased.

In supporting student transition to higher education, training or employment, the school will ensure that the student is aware of the range of support available and how to access it. All students have access to independent careers advice which is designed to help them make informed choices. Where requested by the student, the school is happy to discuss SEND needs with the receiving institution. Additional support with preparing for interviews or assessments is also offered on a needs basis.

### **Local Authority Offer**

Warwickshire's local SEND offer is published here:

<https://www.warwickshire.gov.uk/send>

Further advice for parents and carers residing in Warwickshire regarding SEND for children/adults aged 0-25 can be found at:

<https://www.warwickshiresendiass.co.uk/>

**Links to other policies:**

This SEN policy is linked to our:

- 1) Accessibility policy
- 2) Behaviour policy
- 3) Complaints policy
- 4) First Aid policy
- 5) Safeguarding Children and Child Protection policy
- 6) Staff Behaviour policy
- 7) Relevant Exams policies