



RMS FOR GIRLS

INCLUSION for SEND POLICY

School update	
Responsible for review of policy	Deputy Head Academic/Director of Learning Support
Last school update	February 2024
Governor Sub-Committee approval	
Sub Committee to review and approve	Academic
Review Period	Annual
Last Sub-Committee review date	March 2024
Scheduled review	March 2025
Approved by Sub Committee (Meeting date)	February 2024
Next Sub-Committee Review	March 2025
Related policies	Accessibility Plan Admissions Policy Disability Inclusion Policy Examination Access Policy Equal Opportunities Policy Safeguarding policy EAL policy Behaviour policy
Uploaded to Staff Shared	March 2024
Uploaded to Website	March 2024

POLICY STATEMENT

1.1

Our aim is to support students with additional needs to access the mainstream curriculum, reach their academic potential, and thrive at our school.

At RMS our Inclusion department is called PALS (Provision of Assisted Learning and Support).

1. POLICY AIMS

2.1 This policy aims to:

- Ensure that there is support for teachers to meet the learning needs of all pupils
- Ensure that appropriate resources are available for pupils with temporary or long term special needs
- Confirm the commitment of RMS to use its best endeavours to meet SEND legislation
- Ensure that every pupil will have access to an ambitious, broad and balanced curriculum
- Ensure that every pupil will have their needs identified in order to support progression and good mental health and wellbeing
- Ensure that the School is as accessible as reasonably possible and that no pupil experiences discrimination
- Ensure that safeguarding procedures are in place so that all pupils are protected from harm and neglect and receive early help if in need
- Ensure that pupils are able to access the curriculum by providing 'quality first teaching', extra support and additional resources where appropriate
- Foster positive attitudes, understanding and inclusivity towards children with SEND

2. DEFINITION OF SEND

According to the SEND Code of Practice January 2015,

*A child or young person has SEN if they have a learning difficulty or disability which **calls for special educational provision** to be made for him or her.*

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a **significantly greater difficulty in learning than the majority of others of the same age, or***
- *has a **disability which prevents or hinders him or her from making use of educational facilities** of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

*For children aged two or more, special educational provision is educational or training provision that is **additional to or different from** that made generally for other children or young people of the same age...."*

3. ADMISSIONS

- 4.1 The School welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment. The School's Admissions Policy aims to eliminate from the admissions process, as far as possible, any substantial disadvantage which may be encountered by applicants with disabilities.
- 4.2 The School endeavours to ensure that it is able to fully support the needs of all prospective pupils. Parents are advised to discuss their child's requirements with the School before the School considers the application for a place and before they sit the School's entrance exam so that adequate provision can be made for them on the day.
- 4.4 Parents are asked to provide a copy of a medical report or specialist reports to support a request for any reasonable adjustments, for example, for large print material, extra time, use of laptops or

other special arrangements. Due consideration will also be given during the marking of these papers.

- 4.5 Before an offer of a place is made, the School will assess whether it is able to adequately cater for and meet any SEND through discussion and meetings with parents, consideration of any professional reports, references from previous schools, observations and assessments.
- 4.6 An offer of a place may not be made if the School determines, following consultation with parents, that they are unable to meet and provide for a child's needs. The School will always consider its obligations under the Equality Act 2010.
- 4.7 The School's Admissions Policy is available on the School's website. It applies equally to all prospective pupils and details how the School supports those applicants with SEND

4. GRADUATED APPROACH

5.1 Special Educational Needs

Where a pupil has been identified as SEND the graduated approach as described below will be applied. Regular communication between parents, teachers, the pupil, the SENCos and external agencies (where appropriate) will take place in order to fully understand the nature of the SEND. Where a pupil has an Education, Health and Care Plan (EHCP), the School will endeavour to follow the provision set out in the plan and follow the appropriate annual review procedures, as instigated by the Local Authority.

5.2 IDENTIFICATION AND ASSESSMENT OF PUPILS' NEEDS

The school is committed to early identification of SEND and supports a graduated approach in line with the SEND Code of Practice (2015)

A range of evidence is collected through teacher observations and assessments, standardised screening, professional reports, parent and pupil voice.

The following 4 broad areas give an overview of the range of needs that are planned for in the School:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The triggers for intervention through PALS could be the teacher's or others' concern underpinned by evidence, about a student who, despite receiving differentiated learning opportunities:

- Makes little or no progress when teaching approaches are targeted particularly to a pupil's identified area of weakness
- Shows signs of difficulty in developing literacy or numeric skills that result in poor attainment in some other curriculum areas
- Presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques employed in school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

5.3 Assess

- Teachers and the SENCos will carry out an analysis of the pupil's needs, based on assessments and experiences of the pupil, their previous progress and attainment as well as other data. This will include the pupil's views as well as any concerns raised by parents.
- The assessment will be reviewed regularly to ensure that support and intervention matches needs.
- Where outside professionals are involved with the pupil, their comments will inform the assessment.

5.4 **Plan**

- Where it is recommended that a pupil needs support, this will be discussed with the parents and the pupil.
- All teachers will be informed of the pupil's needs and the support provided, together with any recommended strategies.
- The profile on ISAMS will be updated.
- A SEN Support plan will be set up for each child
- The SENCos will plan appropriate provision

5.5 **Do**

- The SENCos will coordinate the provision which may include in class, small group or individual interventions appropriate to need.

5.6 **Review**

- The effectiveness of the support and the pupil's progress will be reviewed regularly.
- Pupils will be invited to comment on their views.
- The support will be revised in light of the pupil's progress and any changes to the support will be discussed with the SENCos in consultation with the parents and pupil.

5.7 **Involving specialists**

- The School may involve or recommend specialists where a pupil continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of pupils of a similar age despite support.
- The pupil's parents will be involved in any decision to involve specialists since there may be an additional cost
- A record will be made on the ISAMS profile.
- Recommendations made by the specialist will be recorded and circulated to all staff involved with the pupil.

5. **CURRICULUM**

- 6.1 The School offers an ambitious, broad and balanced curriculum providing a framework of well-defined and achievable aims and objectives. Opportunities for success are built into schemes of work in order to nurture positive attitudes and inspire confidence in all pupils with regard to their own abilities.
- 6.2 As a further aid to motivation, pupils are made aware of the purpose of their work with each child in school working towards individual targets.

6. **PROCEDURES**

7.1 When staff plan they consider the appropriate response for their pupils with SEND:

- Outcome – all pupils complete the same task/activity. The teacher requires a different outcome from individual pupils in terms of quality and quantity of work.
- Task – groups complete a different activity but all activities are designed to show competence in the curriculum area

- Resources – some pupils are given additional or different equipment to complete a task
- Teacher focus – the teacher gives a varied amount of support to individuals to enable them to complete an activity
- Organisation/grouping – pupils are grouped or paired to ensure that one pupil's strength compensates for another's weakness so that they may both show competence in the desired skill.
- Encouraging pupils to use metacognitive questioning to develop responses

7.2 Recording Individual Needs – Ruspini House

- The class teacher will discuss any concerns with SENCo. The child will be observed over a period of time and SENCo will support the class teacher with strategies and differentiation if appropriate.
- The child may be placed on the school's SEN register at this stage.
- Parents and any professionals will be invited to contribute towards the SEN support plan which will specify targets.

7.3 Recording Individual Needs - Cadogan House

- Student needs are updated according to need and provision and this is recorded on iSAMS for all staff to access.
- All copies of informal or formal reports, including Educational Psychologists' reports, are held on the Google Drive and are available to staff via iSAMS.
- The class teacher feeds back to parents via meetings, parents evenings and reports

7.4 Recording Individual Needs – Senior School

- Student needs are updated according to need and provision and this is recorded on iSAMS for all staff to access.
- All copies of informal or formal reports, including Educational Psychologists' reports, are held on the Google Drive and are available to staff via iSAMS.
- Record of Work documents and SEN Support Plans are used by PALS teachers to record the support details and to write feedback to parents which are included in the normal school reports.

7. ROLES AND RESPONSIBILITIES

8.1 The Governing Body

The Governing Body seeks to ensure that the needs of all pupils are met and that the provision made for pupils with SEND, both with and without Education, Health and Care Plans, is adequate and secure.

8.2 Head of School

The Head of RMS has responsibility for the day-to-day management of all aspects of the School, including provision for pupils with SEND. These responsibilities are delegated to the SENCOs with regard to SEND and inclusion.

8.3 Special Education Needs Coordinator in Ruspini House

Mrs Manning is the Special Educational Needs Co-ordinator (SENCO) and has responsibility for co-ordinating the day-to-day SEN provision. Mrs Manning has a Level 3 Early Years SENCO qualification.

The SENCO's responsibilities are:

- Working closely with the class teachers and Head of Ruspini House
- Assessing the children's needs with the support of the key worker
- Providing support to children on the SEN Register

- Maintaining the Special Needs Register
- Monitoring the implementation of programmes of work designed for SEN pupils and supporting staff in developing personalised targets
- Ensuring there is good liaison with parents and, when required, to meet with parents
- Co-ordinating the involvement of support agencies
- Keeping staff informed about new information gained from other agencies
- Attending reviews
- Monitoring SEN record keeping and keep under review
- Ensuring all SEN records are up to date
- Identifying issues for CPD and resourcing
- Ensuring SEN Records are retained in a locked filing cabinet

8.4 Special Education Needs Coordinator in Cadogan House

Mrs Morris is referred to as the Head of Inclusion at Cadogan House and has the responsibility for the coordination of provision in the Prep Department. Mrs Morris is a qualified SENCo, having achieved the NASENCo Award accredited by Wolverhampton University.

The Head of Inclusion's responsibilities are:

- Overseeing the day-to-day operation of the Inclusion policy
- Coordinating inclusion provision for pupils
- Liaising with and advising staff
- Advising on the graduated approach to providing support
- Managing the Cadogan House PALS team of teachers and LSAs
- Overseeing the update of iSAMS with pupil information
- Liaising and giving professional advice to parents and pupils with SEND
- Contributing to and delivering staff CPD
- Coordinating specialist review meetings with parents and staff
- Liaising with Director of Learning Support regarding transition to Senior School
- Liaising with external agencies
- Assisting in the development, monitoring and evaluation of the Inclusion for SEND policy
- Meeting regularly with the Head of Cadogan House
- Delivering parental information/training sessions
- Ensuring staff use the feedback from parental and pupil questionnaires to plan purposeful next steps in learning
- Collaborate with the Deputy Head teachers to coordinate a response to assessments.
- Attendance at Parents' Evenings and/or Parent Information Evenings
- Engage with educationally supportive charities and frameworks

8.5 Special Education Needs Coordinator in the Senior School

At the Senior School the role of SENCo is referred to as Director of Learning Support and is carried out by Mrs Hawkins who has the responsibility for the co-ordination of provision in the Senior School. Mrs Hawkins is a qualified SENCo, having achieved the NASENCo Award accredited by Oxford Brookes University.

The Director of Learning Support's responsibilities are:

- Overseeing the day-to-day operation of the Inclusion policy
- Coordinating provision for children with SEND
- Liaising with and advising staff
- Advising on the graduated approach to providing support
- Managing the Senior School PALS team of teachers & holding weekly meetings
- Overseeing the update of iSAMS with pupil information
- Liaising and giving professional advice to parents and pupils with SEND
- Contributing to and delivering staff CPD
- Coordinating specialist review meetings with parents and staff

- Advising on the deployment of the department's budget and other resources to meet pupils' needs effectively
- Liaising with other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Head of Senior School and Governors to ensure that the School meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Working with the Examinations Officer to facilitate the provision of access arrangements
- Assisting in the development, monitoring and evaluation of the Inclusion for SEND policy
- Running the Annual Review process for those students with an EHCP and ensuring statutory compliance
- Attendance at Parents' Evenings and/or Parent Information Evenings
- Engage with educationally supportive charities and frameworks

8.6 Teachers

Teachers are responsible for:

- Providing high quality teaching in a supportive and inclusive environment for all students (Quality First Teaching)
- Being aspirational and inspirational for all students
- Monitoring the progress of individuals
- Ensuring that pupils receive an ambitious, broad and balanced curriculum, so that they are able to participate fully in the life and activities of the School
- Discussing concerns with the SENCOs
- Ensuring they have read the SEND information and implemented the strategies suggested on iSAMS
- Reporting to parents at parents evenings and via reports
- Being mindful of the expectations of ordinarily available provision
- Engaging with relevant CPD (continuing professional development)

8.8 Support Teachers

Any support teacher will be expected to:

- Work in collaboration with class teachers
- Assist in the identification of need
- Help provide effective learning strategies
- Develop a variety of methods appropriate to individual pupils
- Assess, record and regularly evaluate
- Help find ways to provide individual help
- Liaise closely with the SENCOs
- Contribute to reports
- Attend and contribute to specialist review meetings with parents, staff and external agencies
- Engage with relevant CPD

8.9 Parents

The School will work in partnership with parents to identify, support, monitor and review the needs of the pupil. Parents are asked to:

- Inform the School either prior to, or upon entry that their child has any additional needs
- Inform the School at any time during their school career if their child's needs change or if needs are identified.
- Be informed of our policy, which is available upon request
- Aim at achieving a partnership with the school
- Liaise with the SENCOs regarding any areas of concern

- Complete parent questionnaires

8.10 Involving Pupils

We aim to involve all pupils in their own education and encourage an approach to independent learning. Pupils are encouraged to:

- Share their voice and experiences
- Evaluate their work, both orally and in writing.
- Actively engage in metacognitive strategies to plan, produce, assess and reflect on their own work
- In Year 7 and above, attend parents' evenings and meetings to contribute to the discussion
- Be involved in discussions to plan the support and set targets and outcomes
- Engage with the support offered

8. COMPLAINTS

Complaints about inclusion will normally be directed in the first instance to the relevant SENCo (as appropriate), who should then refer them to the Headteacher of the appropriate school.

9. STAFFING AND PARTNERSHIPS WITH BODIES BEYOND THE SCHOOL

10.1 Training

The SENCos plan and provide relevant CPD in accordance with the needs of the pupils and staff experience. Individual training is provided for ECTs as part of their programme. All staff are encouraged to attend appropriate courses and conferences to keep abreast of changes to our understanding of pupils' needs.

10.2 Outside agencies

The School receives advice and support from the Local Authority. Educational Psychologists, Speech and Language Therapists, Speech and Language advisors, Occupational Therapists and Physiotherapists all visit the school as necessary and/or requested. Occasionally children may need to visit external agencies.

10.3 Transition

The School recognises the importance of close contact with other schools as pupils move between stages of education or change school.

During the summer term the SENCo and Headteacher at Ruspini meet with the Head of reception and the Cadogan House SENCo to discuss the needs of all students.

The SENCo will liaise with the current school for those pupils joining Cadogan House who are not from Ruspini.

In the Senior School the Pastoral Team visit the feeder schools of those joining Year 7 and any pupils with SEND are discussed with the Director of Learning Support.

During the summer term the Director of Learning Support will meet with the Head of Cadogan House, the Head of Inclusion and the Year 6 teachers to discuss the needs of pupils. Where there are specific needs, the Director of Learning Support will be involved in meetings throughout Upper Key Stage 2, as appropriate.