



## Reddish Hall School

Denstone Road, Reddish, Stockport SK5 6UY  
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# SEN Policy 2021

Revised by Veronica Duggan

<b>Policy Number</b>	
<b>Reviewed</b>	<b>September 2021</b>
<b>Review Date</b>	<b>September 2022</b>
<b>Owner</b>	<b>Veronica Duggan</b>

### Vision Statement

The school intends that every student should achieve their potential and develop an understanding of and respect for themselves and others.

We believe Reddish Hall School enables its pupils to improve their academic performance, develop their social skills and raise their aspirations. Our pupils may have a history of negative attitudes towards school, as a result of previous experiences of failure and frustration. Through our positive structure of rewards and incentives, underpinned by a strong sense of boundaries, our pupils gain self-belief, display positive behaviours and have a strong sense of belonging to our school. By rebuilding their self-esteem and forging positive relationships, they replace failure with success.

At Reddish Hall School we provide a high-quality learning environment and deliver an exciting and innovative curriculum which meets the needs of all pupils. The curriculum is underpinned by strong social and behavioural support, building self-esteem and giving pupils a platform to experience success. This, in turn, enables pupils to channel their energies into improving academically. The school has a strong ICT infrastructure, which aids learning and enriches curriculum delivery at all times.



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At Reddish Hall we are committed to a policy of equal opportunities for all pupils, staff and others who come into contact with the school, regardless of race, colour, gender, sexual orientation, religion or disability. Everyone visiting, working or learning in the school should feel welcome, secure and confident at all times. All should feel valued and able to participate fully in the life of the school.

### **Aims:**

Our SEN policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

### **Legislation**

This policy is based upon the statutory Special Educational Needs and Disability SEND Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2015, which sets out the schools' responsibilities for education, health and care plans, SEN Coordinators and the SEN Information Report

### **Definitions**

The SEN Code of Practice 2015 defines SEND as:

- 'A child or young person has SEND 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 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions'

(DfES Code of Practice 2015:15)



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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 by a mainstream school. All pupils attending Reddish Hall School have individual needs that have proved too complex to be addressed within a mainstream setting. The school provides effective support and a suitably differentiated curriculum, enabling them to progress and succeed to the best of their ability.

Every child at Reddish Hall School has special educational needs and as such has an Education, Health and Care Plan (EHCP). All staff at Reddish Hall School are committed to providing the conditions and opportunities to enable all young people to be included fully in all aspects of school life.

The school accepts pupils with social, emotional and emotional needs, though they may face additional challenges and diagnoses including ADHD, Asperger's, SpLD, MLD, OCD, Dyslexia, Dyspraxia, Dyscalculia, Foetal Alcohol Syndrome or a variety of other conditions. Additionally, many of our pupils have serious social issues and very difficult home lives resulting in complex emotional difficulties.

### **Roles and Responsibilities**

The SEN Team at Reddish Hall School consists of a SENCO and an Assistant SENCO.

SENCO and Designated Teacher: Veronica Duggan

Assistant SENCO: Emily Paul

The SEN Team will:

- Work with the Head Teacher, Senior Leadership Team and Wellbeing Coordinator to determine the strategic development of the SEN Policy and provision in school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, all of whom have an EHCP
- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Plan and deliver internal training to staff on current affairs and relevant issues within SEND



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- Advise on the deployment of the budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, specifically the local authorities and their support services
- Collaborate with outside agencies to ensure an holistic approach for the young people including supporting with assessments and reviews.
- Work with PDCC Lead and liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Head Teacher, SLT and exams officer to ensure that the school meets its responsibilities under the Equalities Act 2010 with regard to reasonable adjustments and access arrangements
- Take responsibility for their own CPD; attending courses on relevant current topics so that they are aware of current practices in these areas and any future developments which make affect young people with SEND
- Ensure that the school keeps records of all pupils with SEN up to date

The Head Teacher will:

- Work with the SEN Team, SLT and Wellbeing Coordinator to determine the strategic development of the SEN policy and provision in school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Teaching staff will be responsible for:

- The progress and development of every learner in their class through the use of the graduated approach
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and intervention and how they can be embedded within classroom delivery
- Working with the SEN team and SLT to review pupils' progress
- Working with the SEN team and SLT to decide upon any changes to provision
- Ensuring they adhere to the SEN Policy



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### **Curriculum Access**

The provision at Reddish Hall School is based on:

- Setting appropriate learning targets
- Responding to young people's diverse learning needs and interests
- Overcoming potential barriers to learning

Strategies used to enable curriculum access for all young people are:

- Differentiation of the curriculum to match task to ability
- Use of communication strategies suggested by the Speech and Language Therapist
- Ensure tasks are differentiated according to students' needs
- Using a range of teaching styles to engage a varied cohort
- Using teaching assistants to provide additional support to students
- Alternative means of accessing the curriculum e.g. use of ICT and specialist equipment
- Using positive engagement strategies within the classroom as part of the whole school Behaviour Policy
- Access to Speech and Language Therapy
- Access to Art Therapy
- Access to Occupational Therapy
- In-service training for all staff on the needs of young people with SEN

### **Evaluating the Success of the SEN Provision**

We will evaluate the success of the provision by:

- Reviewing pupils' individual progress towards their targets each term
- Reviewing the impact of interventions at the end of the intervention sessions
- Using pupils' questionnaires
- Monitoring by SLT and SEN team
- Holding annual reviews for young people with EHCPs

### **Pupil profiles and targets**

Pupil profiles provide classroom strategies and suggestions of possible resources and techniques to support pupils. Pupil profiles will also contain targets selected from their EHCP.



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Pupil profiles will demonstrate:

- 1) The nature of the pupil's difficulties, official diagnosis of need, and how to support the individual
- 2) Actions involving provision, staffing, support, programmes, activities, materials, and equipment
- 3) Targets aimed to be achieved, and record the progress that has been made towards these targets

The targets for each pupil will focus on specific areas of difficulty, identify appropriate strategies for intervention, and progress towards the targets. It is presumed that each pupil's profile will include several targets.

### **PEP meetings**

The SENCO is the lead designated teacher for PEP meetings and attends in this capacity, providing current educational information and educational target information. The SENCO will also liaise with the relevant parties in relation to the use of Pupil Premium and evidence this accordingly. The DfE has given us the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our pupils' needs.

'It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.'

However, we are accountable for the use of this additional funding.

### **Annual Reviews**

A statutory review of each pupil's progress towards meeting the objectives written in the EHCP is held each year. In addition, a Transition Plan is prepared at each review from Year 9 onwards. An Annual Review report is produced, which reports on progress in subject areas, social and emotional development and learning style.

Before each review a report of the pupil's progress in each subject is written by their teachers for Key Stages 3 and 4 and by their class teacher for Primary.



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Before the review the pupil has the opportunity to discuss their progress with a member of staff and to complete a form recording their own views.

Parents/carers and pupils are encouraged to attend the reviews and complete a form recording their own views. Newly agreed targets and recommendations are sent to the LA following the review. The relevant LA are invited to the reviews and usually attend in a transition year (Year 2, 5, 9 and 11).

*Reviewed and revised September 2021*