



ROOKS HEATH SCHOOL
Strive to be your best

LEARNING DEVELOPMENT POLICY (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

Term of policy: 3 Years

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Consulted with JCC? Yes ☐ No ☒

As part of our commitment to meet the Public Sector Equality Duty (PSED) requirement, to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations, we have carefully considered the impact of this policy on equality. The school will ensure that this policy is applied fairly to all employees and does not have a negative impact on students or staff with protected characteristics, race, sex, religion and belief, sexual orientation, age, disability, gender reassignment, marriage and civil partnership and pregnancy and maternity.

Introduction

This policy replaces any previous policy and follows DfE regulations and guidance. All members of staff are affected by and expected to adhere to this policy.

In line with the School's Equal Opportunities and Special Educational Needs policies, we aim to give all students equal opportunities to take part in all aspects of the school life, as far as is appropriate, practicable and compatible with giving regard to health and safety and the efficient education of other students.

This policy takes account of our aim for children to have the support they need:

- to be healthy
- to stay safe
- to enjoy and achieve
- to make a positive contribution
- to achieve economic well-being

The policy will follow the five principles of the Children's Plan:

- to support parents and families;
- to allow children to reach their full potential
- to enable children to enjoy their childhood whilst preparing for adult life
- to provide services in response to children and family needs
- to use preventative measures to help students to avoid the possibility of failure

This policy is founded in the Schools's commitment to the development and maintenance of good behaviour and a positive and inclusive ethos for all members of the school community. It reflects the school's commitment to safeguard children, as well to encourage diversity in all aspects of school life.

"The culture practice, management and deployment of resources in a school are designed to ensure all children's needs are met."

"Children with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum."

Foreword

Rooks Heath School is a mixed 11 to 18 multicultural comprehensive in the London Borough of Harrow and is part of the Tithe Multi-Academy Trust. This policy is formulated by the SENCo, in consultation with other staff and is monitored by other members of the school's Senior Management. The policy is subject to annual review by the school's Senior Leadership Group and is subject to approval by the Governing Body and Board of Trustees of the Tithe Multi-Academy Trust.

The aims of this policy

We, at Rooks Heath School, believe that each student has individual and unique needs. Teachers should have high expectations of all students, regardless of their current ability, and are required to set challenging tasks for students. Lessons are expected to be adapted to the needs of the students in the class so that every child achieves. Our wide range of curriculum choices enable staff to meet the needs of students with a range of learning differences and each curriculum area is expected to provide a range of texts, materials, teaching strategies and learning activities that enable all students to fully participate in lessons.

We recognise, however, that some students require more support than others. Some students require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary difficulties. Rooks Heath School aims to provide all students with strategies for dealing with their needs in a supportive environment and to give them meaningful access to the National Curriculum. Rooks Heath School is committed to making all reasonable adjustments to ensure the full inclusion of students with special educational needs and disabilities.

Relationship to other policies:

This policy should be read in conjunction with the policies on school curriculum and equal opportunities (including accessibility plans), and guidance on assessment, recording and reporting. The SEND policy is a statutory requirement, developed within the framework of the SEND Code of Practice (DfE, 2015).

Definitions:

Students have **special educational needs** if they have a learning difference which calls for special educational provision to be made for them.

Children have a **learning difference** if they:

1. have a significantly greater difficulty in learning than the majority of children of the same age; or
2. have a disability which prevents or hinders them from making full use of the educational facilities of a kind generally provided for children of the same age.

Children are not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught (see EAL). Whilst behaviour can often be an indication of unmet barriers to learning, inappropriate behaviour for learning alone does not necessarily mean that a student has a Special Educational Need or disability.

Special Educational Provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age.

Disability – a disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out day-to-day activities. The effect is:

1. Substantial (that is more than minor or trivial);
2. Long-term (that is have lasted or is likely to last for at least a year, or for the rest of the life of the person affected); and
3. Adverse.

Roles and responsibilities:

Provision for children with special educational needs is a matter for the school. It is each teacher's responsibility to plan and provide for students with SEND in his or her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing, and making provision to meet those needs.

Role of the Governing Body:

The governing body, in co-operation with the Headteacher, accepts its legal responsibility for determining the policy and provision for students with SEND. It maintains a general overview and has appointed a represented governor (the SEND Governor), who takes a particular interest in this aspect of the school. The Governing Body ensures that:

1. The necessary provision is made for any student with SEND

2. All staff are aware of the need to identify and provide for students with SEND
3. The school has appropriate staffing and funding arrangements, and oversee the school's work for students with SEND.
4. SEND provision is an integral part of the school's development plan.

The Headteacher takes responsibility for:

1. The management of all aspects of the school's work, including provision for students with SEND
2. Keeping the governing body informed about SEND issues
3. Working closely with the SEND personnel in the school
4. Ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

Class teachers take responsibility for:

1. The progress of students with SEND in their classes
2. Providing High Quality Teaching that is adapted and personalised to endeavour to meet the needs of students with SEND. Special educational provision is underpinned by high quality teaching and is compromised by anything less.
3. Including students with SEND in the classroom, by setting high expectations, setting challenging tasks and providing an appropriately differentiated/personalised curriculum. They can draw on the SENCo for advice on assessment and strategies to support inclusion
4. Making themselves aware of this policy and the procedures for identification, monitoring and supporting students with SEND
5. Liaising with the SENCo, with the students themselves and with their parents/carers when assessing, planning, implementing and reviewing appropriate interventions.

The Special Educational Needs Co-Ordinator (SENCo) takes responsibility for:

1. Overseeing the day to day operation of this policy and the day to day implementation of the Code of Practice (DfE, 2015).
2. Co-ordinating the provision for students with SEND, in liaison with subject staff, Heads of Department and Heads of Year.
3. Ensuring that an agreed, consistent approach is adopted. (Assess, Plan, Do, Review)
4. Liaising with and advising teaching staff.
5. Helping staff to identify students with SEND, plan possible interventions, and review the impact of the interventions.
6. Co-ordinate detailed assessments and observations of students with learning problems.
7. Supporting class teachers in devising strategies, drawing up intervention plans, setting targets appropriate to the needs of the students, and advising on appropriate resources and materials for use with students with SEND, including personnel in the classroom.
8. Liaising closely with parents of students with SEND, so that they partner in the process.
9. Liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents.
10. Maintaining the school's SEND register and records and ensuring that the website is kept up-to-date with relevant information, in line with the Code of Practice (DfE, 2015).

11. Assisting in the monitoring and evaluation of progress of students with SEND through the use of existing school assessment information.
12. Contributing to the in-service training of staff
13. Managing learning support staff / assistants
14. Liaising with other SENCOs to help provide smooth transition for students.

The SEND Manager takes responsibility for:

1. Assisting the SENCO in day-to-day tasks relating to this policy, as appropriate.
2. Providing teachers new to the profession with an INSET package dealing with issues such as adaptive teaching and strategies for supporting students with a range of needs.
3. Assisting with the management of learning support staff/assistants
4. Working closely with students who have BfL needs alongside SEN needs to provide intervention and support.
5. Attending Red Report meetings and Pastoral Support Plan (PSP) meetings and liaise closely with Heads of Year and Head of School.
6. Liaising closely with parents, including co-ordinating parent English Language classes.

Learning Support Staff / Assistants take responsibility for:

1. Being fully aware of this policy and the procedures for identifying, assessing and making provision for students with SEND
2. Using the school's procedures for giving feedback to teachers about students' responses to tasks and strategies.
3. Assisting students with the steps to become independent and resilient learners.
4. Establishing good relationships with students, acting as a role model and being aware of and responding appropriately to individual needs
5. Supervising and providing targeted support for students with SEN, ensuring their access to learning activities in liaison with subject teachers.
6. Setting challenging and demanding expectations and promoting self-esteem and independence
7. Encouraging students to interact with others and engage in activities led by the teacher
8. Supporting the teacher in creating and maintaining a purposeful, orderly and productive working environment
9. Liaising regularly with subject teachers about lesson planning, evaluation, and feedback on the progress of particular students

The department liaises closely with the Inclusion Unit, the designated teachers for Child Protection, the EAL department and the Pastoral Care Team.

The Student Support Hub takes responsibility for:

1. Supporting school staff in the implementation of the Behaviour for Learning policy.
2. Providing support and intervention for students with behavioural needs and disorders using a sensitive approach.
3. Helping subject teachers to make reasonable adjustments to the Behaviour for Learning policy in consideration of students with SEND.
4. Taking steps to prevent persistent negative behaviour choices.

5. Identifying emerging issues as early and accurately as possible.
6. Helping students to access early support and interventions.
7. Working effectively with external agencies to provide referrals to specialist support and treatment.
8. Working closely with the Learning Support staff to ensure a consistent approach to support throughout the School.

The Deputy Head Teacher (Teaching and Learning) takes responsibility for:

1. Ensuring provision of High-Quality Teaching and Adaptive Teaching (adaptive teaching) is happening for all students, based on research relating to pedagogy that works best.
2. Ensuring that subject teachers are making effective use of support in lessons.

Identification and Assessment of students with SEND:

Year 6 to 7 Transfer:

Identification of many students with SEN occurs prior to their arrival at Rooks Heath. As part of the transition of students from Year 6 to Year 7, Heads of Year along with learning support staff, visit the middle schools. The needs of students on the SEN register are discussed throughout Year 6. The department has an identified LSA who manages the transition of students, under the guidance of the SENCo and the Head of Year for the year group. The transition of students to Rooks Heath involves a visit to the school by all students, plus extra visits for those with SEN. The SENCo, Transition Coordinator and the Head of Year for the incoming Year 7 cohort, liaise closely with form teachers and learning support staff to identify the needs of incoming students and plan for their provision.

In-School Identification:

We recognise that students admitted at Year 7, and throughout other year groups, may have unidentified special educational needs, and that children's special educational needs may change over time. Thus, identification and assessment is considered to be an on-going, year by year process, and students are supported in their transition from one year to the next where necessary as well as being prepared for adulthood and Post 16 education.

Needs are identified through an on-going process of assessment, both quantitative and qualitative. This includes making use of the school tracking system, which highlights areas where progress is hindered by possible barriers to learning. It also includes use of prior attainment data and/or baseline data, tracking of reading ages, and observations of students in lessons and around the school.

Staff within school can refer students if they feel there might be an undiagnosed need. Students are then placed into a tracking and monitoring system where the reasons for referral's are analysed, and action is taken. This action is always based on the reason for the referral being made and is tailored to each individual referral.

Casual Entrants:

Many students arrive during the school year. The SENCo liaises with Admissions personnel to ascertain whether incoming students have any SEND and provision is made accordingly. The department has an identified LSA who manages the entry of in-year admissions and carries out baseline assessments. The identified LSA will also follow up and mentor them as they settle into the school. (See also EAL policy for casual entrants with EAL needs.)

SEND Support (Code in SIMS is K):

Where specific barriers to learning are identified, and progress has not been seen through the usual implementation of a high quality, adaptive teaching, Rooks Heath School endeavours to help progression through the implementation of rigorously tested interventions, followed by review of intended outcomes. Students who benefit from such interventions are recorded as needing SEND Support.

Where interventions are not successful, and progress continues to be problematic, advice will be sought from professionals such as an Educational Psychologist, a specialist teacher of Dyslexia, or a Speech and Language Therapist.

Liaison with Parents:

The SENCo and curriculum or pastoral leaders, in liaison with parents and students, will decide on the nature of the action needed to help students progress. Parental and Student views will always be sought when planning intervention strategies and parents will be informed of interventions that are taking place.

Statutory Assessment

For some students, the help given through SEND Support may not be sufficient to enable them to make adequate progress. In such cases the school in consultation with parents / carers and any external agencies already involved, will consider asking the LEA to initiate a statutory assessment. The LEA will seek evidence from the school that any action implemented for the student has continued for a reasonable period of time without success, and that alternatives have been tried.

Education, Health and Care Plans (Code in SIMS is E):

If the statutory assessment confirms that the assessment and provision made by the school is appropriate but that the child is nonetheless not progressing, the LEA may decide to issue an **Education, Health and Care Plan (EHC Plan)**. The plan will include full details of the child's special educational needs and/or disabilities, and the special educational provision required to meet them. It will list objectives that the provision should aim to meet, and must specify any facilities and equipment, staffing arrangements and curriculum that the LEA considers appropriate to meet the needs of the student.

All teachers working with a student with an EHC Plan will have full knowledge of the child's plan. All plans are reviewed at least annually. The purpose of the review is to integrate a variety of perspectives on the student's progress, and to ensure that they are achieving the desired outcomes.

Pupil Passports:

Teachers have access to Pupil Passports which are devised for both EHCP and those on the SEND register.

Some students have additional Assess, Plan, Do and Review intervention sheets, Parent Planning and Review Meeting Records, Behaviour Support Plans and/or Pastoral Support Plans. These records help the school to review the interventions taking place, and record outcomes and effectiveness.

Specialisms:

Rooks Heath is not additionally resourced for particular disabilities or conditions, but the Learning Support Department has supported or is currently supporting students with a wide range of conditions, including:

1. Attention Deficit Hyper-activity Disorder (ADHD)
2. Autistic Spectrum Disorder (ASD)
3. Conduct disorders, such as Oppositional Defiance Disorder (ODD).
4. Emotional & Social Difficulties
5. Epilepsy

6. Hearing Impairment (HI)
7. Learning Difficulties without a specific diagnosis
8. Mental Health difficulties, including depression, anxiety disorders and phobias
9. Physical Disability (PD)
10. School Refusal
11. Specific Learning Difficulty (SPLD) (e.g. Dyslexia, Dyspraxia, Dyscalculia)
12. Speech, language & Communication Needs (SLCN)
13. Tourette's Syndrome
14. Visual Impairment (VI)

Outside Agencies:

The department works in partnership with a wide range of external agencies, including:

1. Child and Adolescent Mental Health Service and ADHD Clinic.
2. Harrow Educational Psychological Service.
3. Speech and Language Therapists
4. Hearing Impaired Specialist teachers, and Vision Impaired specialist teachers.
5. Prospects
6. GPs
7. Specialist teachers for children on the Autistic Spectrum
8. Social Services and Early Intervention Team
9. Occupational therapy
10. School Nurse
11. Home tuition agencies, for example Academy 21.
12. The Jubilee Academy as alternative provision

Arrangements for complaints:

Should students or parents / carers be unhappy with any aspect of provision they should discuss the problem with the class 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 explore fully, parents / carers should make an appointment. In the event of a formal complaint parents are advised to contact the headteacher in the first instance. If they are unsatisfied still, they are then advised to contact the governing body. The LEA Parent Partnership Service is available to offer advice.

Monitoring, evaluation and review of the Learning Support Policy:

The success of the school's SEND policy and provision is evaluated through:

1. Monitoring of classroom practice by the SENCo and subject coordinator
2. Analysis of student tracking data and test results for individual students and cohorts
3. Value-added data for students on the SEND register

4. Monitoring of procedures and practice by the SEND governor
5. School self-evaluation
6. The school's annual SEND review, which evaluates the success of the policy and sets new targets for development.
7. The school's improvement plan, which is used for monitoring provision in the school;
8. Visits from LEA personnel and Ofsted inspection arrangements
9. Feedback from parents and staff, both formal and informal, following meetings to produce support plans and targets, revise provision, and celebrate success.
10. Challenges partners as external quality insurance of practices within school.
11. Inclusion Quality Mark: Centre of excellence.