



Roding Valley
HIGH SCHOOL

Special Educational Needs & Disability Policy

2022 - 2023

Lead Staff Member:	Deputy Headteacher – Progress & Curriculum
Person Responsible:	SENDCO
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This Policy complies with the statutory requirements in the SEND Code of Practice 0–25 (June 2014) for decisions taken relating to children with special educational needs (SEN) or disabilities.

The SEND Code of Practice offers guidance designed to help schools make provision for students with special education needs following the Identification and Assessment of Special Education Needs and Disabilities.

Aims of the Special Education Needs and Disability Policy (SEND)

Special Educational Needs are a whole school responsibility and high-quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. At Roding Valley High School, we recognise that every teacher is a teacher of SEND and every teacher upholds high expectations for all students.

All teachers are responsible and accountable for the progress and development of the students in their class. Therefore, this policy should be considered within the wider context of all the school's policies, particularly the Teaching and Learning Policy, the Behaviour Policy and the Equal Opportunities Policy.

Our SEND policy is designed to ensure the successful inclusion of all our students as every child is:

- Respected and equally valued
- Encouraged to develop independence
- Guided towards improving their learning outcomes

These students, like all students in the school, are entitled to access a broad, balanced curriculum adapted to best suit their needs and following the National Curriculum requirements.

Partnership with Parents/Carers

Roding Valley High School champions early identification and intervention and recognises how vital parental involvement is in keeping a child's self-esteem high. We do this through the One Planning process; parents can also contact the SENDCo or the YPL at any time to raise any concern.

We aim to develop a strong partnership with parents/carers and value the unique insight they have of their child's needs. This partnership fosters a continuous dialogue that includes parents' /carers' observations and is crucial when planning provision. The policy aims to keep students as well as their parents/carers informed about their child's entitlement to an education that is appropriate to their needs, promotes high standards and enables them to improve their outcomes and make progress.

Student-Centred Planning: Student Voice

Students have the right to participate in matters affecting them. They are encouraged to express their opinions, feelings and preferences and are openly made aware of information about them. Students participate, where possible, in decision making processes such as:

- Contributing to their One Plans, encompassing their Student Profile and an Assess-Plan-Do-Review grid
- Contributing to their Education and Health Care Plan (EHC Plan)
- Discussing objectives in their Annual Review



- Assessing their needs and helping them make choices about subject options, post-16 education and outcomes they are seeking in the future
- Completing their Student Profile ([Appendix A](#)). The Student Profile clearly highlights the student's diagnosed or perceived need, the student's strengths, strategies and aspirations. Outcomes are challenging and aim to fulfil the students' and parents' aspirations. All members of staff are expected to familiarise themselves with each student's profile and can seek direct guidance from the SENDCo for questions on them.

Identifying Special Educational Needs and Disabilities

The SEND Code of Practice states:

'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 children of the same age.

Special educational provision is provision that is different from or additional to that normally available to students or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college'.

Disability: "Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is;

'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer."

English as an Additional Language (EAL)

Students must not be regarded as having a learning difficulty solely because they speak English as an Additional Language (EAL). Most previously-educated EAL students will progress quickly when given appropriate second-language learner assessments and input. EAL students have their language acquisition tracked using the recommended DfE Codes of Proficiency 2017. Roding Valley High School supports the collection of EAL Codes of Proficiency for the school census and is in line with the last reported percentages of Code A New-to-English for London (Feb 2020), at about 10%. According to the Bercow Report 2008, EAL students can be over-identified as having Speech and Language needs. As a part of best practice, the SEND Department has specific assessments for elucidating when a student may have both learning and language needs. [See Appendix C](#).

Supporting Students with Medical Conditions

For SEND students with medical conditions, please refer to the school's policy on 'Supporting Pupils with Medical Conditions'. Where a student's medical needs require access arrangements or co-occur with a learning need, the SENDCo has input.

Accessibility Plan

For supporting students with physical or mental impairment, please refer to the Accessibility Plan ([Appendix B](#)).



Categorisation: Special Educational Needs and Disabilities

The SEND Code of Practice 2014 identifies children that could have special needs using four broad categories calling for special educational provision to be made for them. We recognise these broad areas of need:

1. Communication and interaction including, speech and language difficulties and autistic spectrum disorders
2. Cognition and learning including, specific learning difficulties
3. Social, emotional and mental health including ADHD
4. Sensory and/or physical including: hearing, visual or physical disabilities

At Roding Valley High School, we identify the needs of students by considering the needs of the whole child, within the context of their key stage, not just their SEND.

Identification of Children and Young People with Special Educational Needs

Roding Valley High School operates a clear Entrance and Exit Strategy for the SEND List.

Entrance Strategy for the SEND List

Students will be placed on the SEND List if:

- There is a medical diagnosis of a condition which affects learning, processing or creates and an inability to access learning and the curriculum;
- There is an educational diagnosis (from an Educational Psychologist) which affects learning, processing or creates and the inability to access learning and the curriculum;
- Students' Standardised Scores (or Scaled Scores) fall into the below average range or below, indicating that there is a learning difficulty – usually a score of 85 or below;
- There are Outside Agencies, including private medical experts, working with the student to assist with their mental health, behavioural support or the curriculum has been differentiated to allow them to access learning;
- When deciding on placement on the SEND List, the Essex Progression Guidance should be consulted to see where a students' ability level fits within the structure.

Exit Strategy for the SEND List

Students will be removed from the SEND List if:

- Their Standardised Scores (or Scaled Scores) indicate that that are within the average range for their age;
- They are discharged from a medical or educational professionals' care and there is no longer a condition which affects learning, processing or creates and an inability to access learning and the curriculum;
- Students are working within the same level as their peers with no difference needed to teaching or the curriculum.

Transition in Year 7

Students with SEND are admitted to the school following exactly the same procedures for the school as a whole. We welcome all students to our school, including those with an EHCP Plan and aim to ensure that appropriate provision is made to meet their needs.

All students with SEND play a full part in the daily life of the school and are encouraged to join in all activities.



When students begin the school in Year 7, information is gleaned from the primary school through a range of transition programmes – including meeting key professionals in the primary school, meeting with parents, meeting with young people and transfer of SEND files. Roding Valley High School works with parents during the transition phase to ensure that young people are known and known well.

When students are at the school, the **Entrance Strategy** is used to place young people on the SEND List. Assessment and identification of SEND can include the following:

- Diagnosis from a relevant medical professional;
- Diagnosis from a relevant educational professional (such as a Local Authority Educational Psychologist);
- Diagnosis of a learning condition from a private Educational Psychologist or someone with a relevant qualification enabling them to diagnose a learning condition;
- In school testing (YARC testing, GL Assessment Progress Tests in English and Maths, New Group Reading Test)

Students are placed on the SEND List and support is then offered in a range of ways which are listed below. Once this support is no longer needed as defined in the Exit Strategy, the Exit Strategy is used to take the young person off the SEND List.

The school use the Progression Guidance from Essex County Council to assess young people and to place them on to the school's SEND List and / or to make an application for an Education, Health and Care Plan. Admissions Arrangements

Parents are encouraged to contact the school as soon as possible (from the end of Year 5 onwards) if they are thinking of sending their child to Roding Valley High School and they have SEND. This allows forward planning for young people and a clear understanding of their needs to be developed. Meetings can be booked with a member of the Learning Support Team. These meetings will focus on the young person and their needs. These meetings usually involve a tour of the school. There is also an opportunity to speak to members of the Learning Support Team at the Open Mornings that take place in the Winter Term.

The SENDCo will also liaise with the child's primary school. All prospective Year 6 students attend a 'Practice Day' at Roding Valley High School. During this time a Learning Support Assistant (LSA) visits each class to meet and support students. Also, when requested, we make arrangements for an additional visit for students with potential SEND needs.

We have close links with Primary feeder schools and Epping Forest College. Staff from our school visit and liaise with local Primary schools to meet children, ascertain their needs, and ensure that the transfer of students is achieved successfully. Such meetings can also take place virtually.

Transition to Key Stage 4

All students in Years 10 and 11 have the opportunity to formally meet with the Careers Advisor. SEND staff support students in accessing careers information on a more informal individual level from the very first One Plan discussions about aspirations.

Year 11 students with SEND are encouraged to attend College Open Days to experience courses that are suitable for them. College application forms are endorsed with student's particular needs by the SEND team.

Access Arrangements, including JCQ Form 8s, centre-delegated access arrangements and all accompanying documentation, if in place, will be electronically shared with the Exam Team at the college of the students' choice.



Students with an EHC Plan in Years 9, 10 and 11 participate in Transition Review meetings to discuss their future plans with the Information Advice and Guidance Officer. Year 11 students with an EHC Plan will participate in a specific Preparation for Adulthood (PfA) meeting with the PfA liaison officer from Essex County Council (ECC) who can also be invited to the final transition Annual Review before tertiary education. The PfA Plan is drawn up by ECC and shared with parents, school, prospective colleges and included in transition Annual Reviews.

Students Transferring to Key Stage Five or Further Education

The Faculty of Learning Support Liaise with the Pastoral Team to ensure that students are placed on the correct pathway for them and that support is continual and consistent where required. Where a student with SEND is transferring to another educational provider, the school works with that provider to ensure that they are aware of the needs of students, Access Arrangements that are in place and the strategies that are in place to support individuals. This is led by the further education establishment and through their own policies and procedures.

Additional Support Outside Roding Valley High School

Outside liaison plays an important role in supporting the school to identify, assess and make provision for students with SEND. If a student at the school is making less than expected progress, even with tailored support, the school then seeks to utilise assistance from external specialists for students with higher levels of need in order to improve their outcomes.

The school has access to the:

- Behaviour Support Service
- Children's Social Care
- Educational Psychologist Service
- Educational Welfare Service
- Emotional Wellbeing and Mental Health Service (EWMHS – formerly CAMHS)
- Essex Young People Drug and Alcohol Services
- Family Solutions
- General Practitioners and Specialist Consultants
- School Nurses (who visit the school regularly) and Specialist Nurses at the Virgin Care Child Developmental Clinic (includes HI, VI, ADHD, SALT, OT and paediatric services)
- Speech and Language Therapist (if stipulated in a child's EHC Plan)

The SENDCO also directly liaises externally with Primary Schools and Further Education providers in order to smooth the transfer to and from those institutions.

Our Graduated Approach

We implement a graduated approach to assess and review a student's progress towards outcomes using the following four stages which are documented in a student's APDR grid as a part of their One Plan.

- Assess
- Plan



- Do
- Review

Identification and Assessment

A student may be identified as having additional needs through parents/carers but also in the following ways:

- Information passed to us from their primary school to indicate this; we gather information so that teaching staff are fully prepared for the autumn term. The school has a commitment to continued staff CPD and training for SEND needs in the classroom. Students will be put on the Roding Valley High School SEND register in line with our Entrance Strategy. On-going observation and information sharing amongst staff relating to a student's achievement is used to inform future planning. Concerns about possible needs, elucidated by a battery of non-restricted SEND assessments ([see Appendix C](#)), are conducted. The student may then be put on the SEND Register if they meet the Entrance Strategy and undergo the creation of a One Plan, including their Student Profile and APDR grid.
- As per ECC guidance, a pupil who continues to cause concern after two cycles of ADPR will be discussed with the Senior Leadership Team and the school Inclusion Partner and/or the school Educational Psychologist, as appropriate. If agreed, they may be placed on the SEND Register as SEN Support.
- Pursuant to the ECC guidance mentioned above, a pupil who continues to cause concern after three cycles of APDR, may, in addition to the above, be put forward for a statutory assessment request to prepare for an EHC Plan application.

Within the school we work closely with the pastoral team, Looked After Children Coordinator, Child Protection Officer, Year Progress Leader (YPLs) and Form Tutors as well as class teachers to help identify students with SEND.

The learning needs of most students will be met inclusively in mainstream. SEND works hard to ensure that all students' entitlements, as specified in the Teaching Standards (July 2011, Introduction updated for June 2013) are delivered through due regard to our duties on behalf of SEND students. This ensures they are educated alongside their peers in mainstream classes and that their teachers are fully prepared with inclusive strategies to reasonably adjust for their needs in all curriculum areas.

Appropriate differentiation is built into each scheme of work, embedded within the school's ACED Teaching and Learning Framework, and SEND contributes to the regular review of this seminal Teaching and Learning policy. Teachers utilise a range of teaching strategies that enable all students to have the opportunity to access the National Curriculum. These strategies are used to support the needs of individual students to ensure that they are fully included in the classroom, with appropriate stretch, challenge and support at all levels.

[Please refer to our ACED Teaching and Learning Policy for additional information.](#)

Assessment

Our firm belief in inclusiveness for all requires the school to work closely with the SENDCo, class teachers and Pastoral team to ascertain student progress through:

- Ongoing evidence from teacher assessment/termly progress checks
- Information from parents/carers



- Performance measured against National Curriculum descriptors and subject targets
- Records from previous schools, including direct contact with primary SENDCos
- Standardised screening and assessment for all students at the beginning of Year 7 using the GL Progress tests in English and Maths
- The Accelerated Reader programme using the Star Reader Assessment, which gives a combined Reading and Comprehension age to help choose appropriate readers and books
- Further literacy assessments, for those students in the low average range or who test with a RA of less than 10:00 (years), using the YARC and YARC subtests.
- These results help us determine whether students will then take part in the daily/weekly individual LEXIA reading and comprehension on-line programme or other Literacy or Numeracy Interventions ([See Appendix C](#))
- Lesson observations made by the SENDCo during SEND learning walks

As noted in the 'Identification and Assessment' section above, if adequate progress is not made or the student continues to have well below age-expected attainment levels, the SEND department will consult with the student, parents, teachers and YPLs as part of its One Plan/APDR cycle. In this case, as aforementioned, the SENDCo will arrange for further advice, assessments and/or intervention from Essex County Council and external agencies.

SEND Provision

Teaching students with SEND is a whole school responsibility and is seen in the context of other school policies. The main methods of provision at Roding Valley High School are:

1. Full-time education in the classroom with high-quality teaching differentiated for individual students. This is the first step in responding to students who have or may have SEND
2. Possible placement in smaller progress class with substantial Learning Support Assistant (LSA) support and subject specialists delivering the full range of curriculum subjects, including a Modern Foreign Language.
3. Differentiated curriculum options at KS4, including ASDAN, Step Up to English or ELC Maths which support exam skills and achievement in their Core GCSEs.
4. Hover support in classrooms as needed from Learning Support Assistants
5. Small-group withdrawal for Wave 2 interventions as appropriate to the student's Literacy, Numeracy, SEND or ESOL needs. ([See Appendix C](#))
6. LEXIA, an on-line reading and phonics programme for 20 minutes daily, under the guidance of a Higher Level Teaching Assistant (HLTA).
7. Student Profiles which include personalised strategies written with students/parents/carers ([please refer to Appendix A](#))
8. Homework clubs after school in the Zone (when allowed under COVID-19 guidelines)
9. Lunchtime clubs – including 2000 steps Tuesdays, Games Club on Thursday and Film Club Friday
10. Self-Esteem and Improving Communication trips
11. Reward trips for improved outcomes and progress made throughout the academic year
12. Support from external professionals, as mentioned in the 'Additional Support' section



13. A 6th form buddy, under the guidance of the SEND team, to support students with anxiety issues and the transition to secondary school
14. A 6th form bilingual peer mentor to support initial learner EAL pupils of similar language backgrounds

Please note this list is not exhaustive.

Evaluation and Review

We also monitor progress and evaluate our SEND provision through:

- Yearly Parents Evenings
- Regular 'Learning Walks' carried out by the SENDCO
- Regular observations of the work of our Learning Support Assistants carried out by the SENDCO
- Monitoring progress for students with SEND and scrutiny of students' work.

Statutory Assessment and Request for an Education and Health Care Plan (EHC Plan)

For a few students the help given by the school will not be enough for them to make adequate progress, and it may become necessary to make a request for statutory assessment. Where a request is made for Statutory Assessment the student will have demonstrated significant cause for concern.

An individual EHC Plan is then drawn up in consultation with all parties including Specialist teachers and the Educational Psychologist who may see the student so they can devise strategies that can inform planning to improve a student's outcomes.

In addition, the local offer provides parents/carers with information on our SEND provision. This can be found on our website ([Appendix E School Information Report](#)).

Role of the Special Educational Needs and Disability Coordinator (SENDCO)

The SENDCO plays an essential role in the school's SEND provision and is responsible for the day-to-day operation of the school's SEND policy. This involves working with the head teacher, governing body, SEND Governor, staff, parents and other agencies to determine the strategic development of this policy. The main responsibilities of the SENDCO are:

- Overseeing the day-to-day operation of the SEND policy in line with the new Code of Practice, focusing on high aspirations and improving outcomes for students with SEND
- Delivering an outcomes-focused and co-ordinated plan for the student and their parents/carers
- Liaising with and giving advice to fellow teachers on SEND matters
- Responding to changes in SEND policy, locally and nationally ensuring annual reviews of children with EHC Plans are conducted using guidelines
- Supporting subject departments and pastoral teams in understanding SEND issues and assisting with developing effective strategies for improved outcomes and provision
- Line-managing Learning Support Assistants and Higher Level Teaching Assistants



- Effectively managing all administration relevant to the efficient fulfilment of all relevant SEND responsibilities undertaken by the school in response to student needs and statutory requirement
- Liaising with external agencies including Health and Social Services
- Arranging assessment of Access Arrangements following the JCQ guidelines for external examinations and writing Form 8s.
- Analysing school performance data that feeds into improved outcomes for student achievement
- Ensuring robust procedures are in place to monitor, review and evaluate learning outcomes and ensuring that the name of any student identified for monitoring or needing SEND support is entered on the SEND register
- Keeping up to date with developments in SEND
- Liaising with SENDCos from other local schools
- Contributing to the service training of all staff, including NQTs and PGCE students.

The Role of the Local Governing Body

The Local Governing body's responsibilities to students with SEND include:

- Ensuring that the admissions criteria does not discriminate against students with SEND
- Ensuring that provision of a high standard is available for students with SEND
- Ensuring that students with SEND have the opportunity to be involved in school activities
- Having regard for the 2014 SEND Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing the SEND Policy
- Reporting to parents/carers on the school's SEND policy including the allocation of resources from the school delegated/devolved budget via letters/email and meetings

SEND Policy Review

Roding Valley High School considers the SEND policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice annually.

Arrangements for Complaints

If you are concerned about any aspect of the SEND provision that the school is making for your child, you should, in the first instance, contact the school SENDCo. If you continue to have concerns, these should be raised with the Headteacher.

We would hope as a school to be able to resolve any concerns raised, however, our formal CLP complaints policy can be found on the school website.

Storing and Managing Information

Documents may be stored as electronic images or paper documents. Paper documents are kept in secure, lockable, fireproof cabinets. Access to electronically stored information is restricted to those members of staff who require access via the software system.

Roding Valley High School: Special Educational Needs and Disability Policy 2022-2023



General documents and records are retained until the young person reaches the age of 25 years. At the end of the retention period, documents are securely disposed of via a specialist contractor. Some records may be passed on to another educational establishment at key transition points or if a student relocates to another school.



Appendix A: Example of a Student Profile from a One Plan

Student Profile				
Diagnoses	Student Name:	XXXXX		
<p>Dyslexic - 25% extra time. Coloured background. Large text. Weak visual processing which slows down all other cognitive processes. Does better with text-only materials. Giving visual aids slows down overall processing.</p>	Academic Mentor:	TBA		
	Year Group:	X	English:	X
	Target Grades (Core):	X	Science:	X
	Reading Age:	X	Maths:	X
	My Aspirations			
<p>I am not very creative but I love to know how things work. I am interested in engineering and enjoy learning about machinery, processes and how things like buildings or bridges are planned and built. I don't enjoy English but really like Geography and the Sciences, especially Physics.</p>				
Interventions				
<p>What works for me</p> <p>I need text-only instructions and really struggle when I have to process lots of visual information on a slide or on a page. I do better when images are given to me separately for a specific task like labelling, describing or comparing. I will need extra support like sentence starters, a word bank and extra time when I have to describe a picture.</p>	<p>No SEND interventions as of yet. Would benefit from pastoral mentoring. ACCESS ARRANGEMENTS: give chromebook for extended writing. 25% extra time, reader, specialised seating arrangement - sit near front and prompt.</p>			
Strategies				
<p>In Class:</p> <p>Usual visually led and supported strategies do not work well. Try printouts of text materials with visuals removed. If task is about labelling, describing and comparing a visual image, give extra time and scaffold support for sentences and paragraphs. Sit near the front and check in on him. Give 25% extra time for processing tasks, desk mats, cloze exercises and word banks. Develop a good positive relationship; needs plenty of encouragement to complete small tasks to a good standard. Build ability to produce extended work through small, chunked measured tasks. Ensure instructions are short, numbered and clear. Give question attack and planning strategies to use in assessments.</p>				
Home Learning:				
<p>Struggles with lengthy instructions. Give text only, simplified, numbered version of instructions that he can print out and tick off. Give a list of needed materials to help him organise himself.</p>				
Assessments:				
<p>BPVS to be done. TALC to be done. YARC to be done.</p>				



Appendix A: Example of an Assess – Plan – Do – Review Grid from a One Plan

Assess	Plan	Do		Review
What is the current issue to	What steps are going to take	Who, where and what is to be done?		What was the outcome?
Identified needs e.g. sensory processing difficulties, speech and language needs	Outline of provision, classroom modifications, approaches and interventions (include who is going to do what, when, how often and for how long)	Short term targets and steps to outcomes (specific, measurable, achievable, realistic and time-bound)		Impact of provision - what difference has it made? (This section to be completed at the next review)
Visual processing may be slowing him down. Text based only and scaffolds needed.	SENDCo to alert all teachers to the need for separating text and visuals.	Practice specific supported strategies for both visually-based tasks and text-based tasks. Monitor for feedback to see what best strategy to support academic achievement is.		Increase in confidence personally and academically due to learning about what works for him.
Access Arrangements: 25% extra time if task is extended writing or processing text and visuals together. Prompter needed. Possible reader and specialist seating plan. Sit at front or middle.	AA to be put in place. History of need to be started from Spring assessments 2021.	SENDCo to alert teachers to need for Chromebook and extra time. Reader to be tried. Seating plan change.		To increase attainment by learning to effectively use AA.
Confidence is fragile; needs building. Focus on what X knows well.	Teachers to develop better relationships with him. Sit him closer to front.	Positive feedback/report for based on things X has done well in class. Possible pastoral mentoring.		Increase in self-esteem and belief in abilities leading to better MH and attainment.
Developing question attack strategies and planning. .	Teachers to focus on deconstructing questions in thier subjects and teaching planning strageies for more than 3-point answers.	SENDCo to contact teachers and T&L team about question attack and answer planing focus prior to next set of assessments.		To improve attainment in next set of KS3 assessments.



Appendix B: Accessibility Plan – Please refer to the Following Documents:

RVHS Accessibility Plan: Available on the [School Website](#)

Essex County Council Accessibility Plan: This can be found on the Essex Local Offer website:

https://www.essex.gov.uk/Education-Schools/Schools/Special-Education-Needs/Documents/Essex_Schools_Access.pdf

Roding Valley High School: Special Educational Needs and Disability Policy 2020-2021

Appendix C: Assessment and Intervention Pathways

These are examples of some of the interventions that may be deployed to support students and is not an exhaustive list of all the possible strategies that can be employed. Each individual learner will be assessed and supported appropriately.

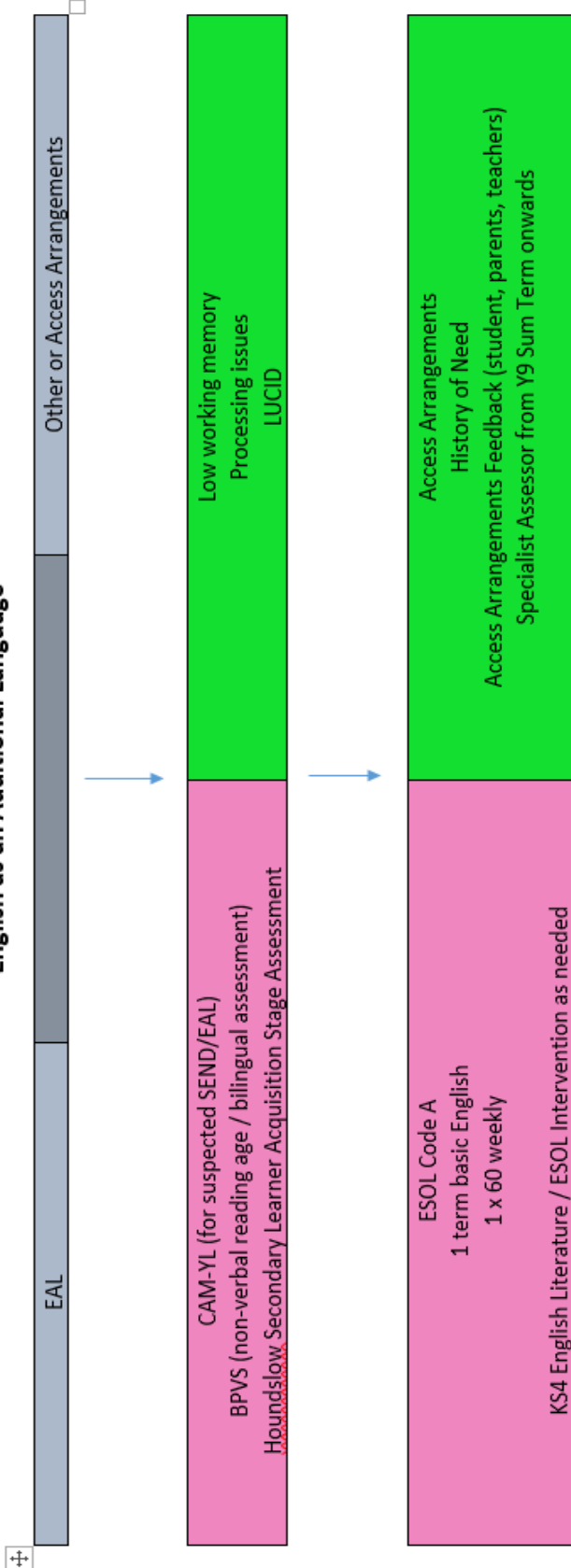
Appendix C: SEND Assessment and Intervention Pathways

SpLD Suspected or Diagnosed	Speech, Language, Communication Needs	Autistic Spectrum Disorders	Hyperkinetic Disorders ADHD, ADD	Social, Emotional and Mental health
<p>YARC PhAB Visual Stress Test LUCID</p>	<p>TALC2 BPVS LUCID</p>	<p>Sensory Checklist Environmental Checklist Talkabout Social Comms Checklist BPVS LUCID</p>	<p>ADHD/ADD Diagnostic Checklist (G Hannell) Observations/GP Email LUCID</p>	<p>Diagnostic Checklists Self-reporting</p>
<p>SpLD Intervention Small Group or 1-to-1 12-week cycles</p> <p>Sight Word Recognition/ Precision Teaching 5 min daily</p> <p>Reading Comprehension Strategies and Mentoring 1 x 30 min weekly</p> <p>Visual Stress Materials and Access Arrangements All lessons and assessments</p>	<p>Speech & Language Intervention Small Group or 1-to-1 12-week cycles</p> <p>Active Listening for Active Learning 1x30 min weekly</p> <p>Word webs / Vocabulary Building / Narrative Therapy 1x 30 min weekly</p> <p>Academic Check-in on SLCN Strategy Use 2x half-termly during C&C</p>	<p>Social Communication Group Small Group or 1-to-1 12-week cycles</p> <p>Talkabout for self-awareness, conversation skills, face blindness training. 1x30 min weekly</p> <p>Active Listening for Active Learning 1x30 min weekly</p> <p>Visual Timetable / Lesson Ticklist Training 2x half-termly during C&C</p> <p>Sensory and Environmental Checklists As needed</p>	<p>ADHD Reasonable Adjustments 12-week cycles</p> <p>Fiddle Toys/Doodle Pads Movement Breaks Daily</p> <p>Sensory Checklist (for co-occurring conditions) As needed</p> <p>Pastoral Mentoring 1x30 weekly</p> <p>Extracurricular involvement PE Mentoring (bespoke)</p> <p>HUB Interventions Lego for Learning Chatterbox Friendship Skills 1x 60 min weekly</p>	<p>Social Emotional Mental Health Help 12-week cycles</p> <p>Well-being Mentoring (6 sessions) 1 x 30 weekly</p> <p>Moving Mentoring 1-2 x 30 weekly</p> <p>General Concerns Drop-in as needed for chat with LSA, SENDCo, YPL</p> <p>or</p> <p>Pastoral referral to Hub, School counsellor or school nurse</p>

Wave 2 Literacy and Numeracy Interventions

Literacy Interventions	Numeracy Interventions
<p>Reading Comprehension Group 1x30min weekly</p> <p>Reading Comprehension 1-to-1 1x 30min weekly</p> <p>Lexia 2-5 x30min weekly during C&C</p>	<p>Numeracy Booster Group 1x30 min weekly</p> <p>Dyscalculia Maths Tutoring, 1-to1 1 x 30min weekly</p> <p>TT Rockstars – on-line independent work recommended daily</p>

English as an Additional Language



Roding Valley High School: Special Educational Needs and Disability Policy 2020-2021

The SEN Information report should be read in conjunction with the SEND policy.

1. Aims of our provision in regards to students with special educational needs and /or disability

At Roding Valley High School our motto is aspiration, respect and endeavour for all our students. We aim to ensure that all our students are settled, happy, and safe during their time with us. There is an emphasis on early identification of needs through supportive and preventative strategies including:

- Monitoring student's progress, using a range of strategies which enable students to gain meaningful access to the curriculum
- High-quality teaching, with continuous reflection and improvement on driving student progress
- Ensuring all students, whatever their special educational needs or disabilities, receive appropriate educational provision through a broad and balanced curriculum that is relevant, differentiated and demonstrates coherence and progression in learning
- Full inclusion for all students, with staff inspiring and encouraging all learners to take an active role in their academic success
- A comprehensive SEND Policy on our graduated response to the identification and assessment of students' SEND or other needs.

2. Special Educational Needs Department

- **SLT link:** Deputy Headteacher – Miss S Dyer
- **SEND Link Governor:** Mrs M James
- **Special Educational Needs & Disability Co-ordinator (SENDCO):** Mr Taylor

3. How are learners' needs identified and how will the school support my child in transfer?

- Prior to new students arriving, we build up a detailed picture of their learning needs by liaising with Primary schools and their SENDCos to discuss children joining our school. Concerns about particular needs will be brought to our attention at this meeting. Parents are also welcome to contact the SENDCo directly for a chat about their child's needs or general questions about provision.
- During the Y6 summer term, we arrange individual or group tours of the school to prepare students for the transition to RVHS and their new school environment prior to September
- We have a Year 6 Transition day which includes individual interviews with new students and tutors
- Once at RVHS, students' progress is tracked and monitored throughout the academic year. This is determined through termly progress checks.
- If concerns arise, these are then referred to the SENDCo and discussed with parents so that robust support is made available to enable the student, going forward, to make sustained and good progress
- This may include a One Plan meeting to produce a Student Profile and Assess-Plan-Do-Review grid which gathers information from the student, parents and teachers.

Roding Valley High School: Special Educational Needs and Disability Policy 2020-2021

- We work closely with Further Education establishments in order to ensure any additional needs are recognised so that these young people can begin their courses and prepare for adulthood with outcomes that reflect their ambitions.

4. How are parents /carers involved?

- Parents/carers are encouraged to take a full and active part in their child's learning and parental feedback is sought regularly throughout the year through whole school Teaching and Learning surveys. SEND also hosts a Parents' Group which meets regularly to give and discuss views, either in person or virtually. Recently, live-streamed Parental Forums have been held, instead of the Group, under COVID-19 Guidelines.
- We have Student Profiles for all students on the SEND Support Register that are written in consultation with the students, parents/carers and the SEND team. The Student Profiles compile diagnostic input, learning strategies and student aspirations to ensure good progress. They are set up within a half-term of your child's start. The Profiles are then used by teachers to get to know the learning needs of your child in order to improve their learning outcomes
- Parents/carers are encouraged to share any diagnostic reports or information; outside professional input is useful in helping choose appropriate differentiation strategies
- Parents/carers are invited to a One Plan meeting and up to two subsequent reviews during the academic year wherein your child's progress is discussed
- Parents/carers are encouraged to contact the SENDCo if there any additional concerns or any queries

5. How will I know how my child is doing?

- Regular marking/feedback is recorded in student exercise books or given on Google Classroom as audio clips, messages or annotated on Google documents.
- Contact can be made with the SENDCO and class teachers. All staff email addresses can be found on the website and on Google Classroom, where you are able to contact teachers directly
- Annual Reviews for students with an EHC Plan and regular contact throughout the year
- The SENDCo will meet with parents during or just after Parent Evenings; and/or when requested to discuss progress/support to improve learning outcomes
- Student One Plans including Profiles and Assess-Plan-Do Review grids are reviewed by parent/carers and students and shared with staff at regular intervals throughout the school year

6. What support will there be to reduce anxiety/ promote emotional wellbeing?

At Roding Valley High School, we offer and provide students with a variety of opportunities to listen to their views including:

- weekly one-to-one mentoring meetings or group sessions in the Hub to support emotional, social and behavioural needs when necessary
- Well-being Mentoring in one-to-one or groups with a trained LSA

Roding Valley High School: Special Educational Needs and Disability Policy 2020-2021

- Regular Pastoral Meetings will bring to our attention students who might need support with self-esteem, anxiety and social skills
- A focus on trauma-perceptive awareness and training for all school staff, who can refer any student about whom they have concerns
- Supportive and communicative relationships with parents/carers, who know their child best
- Referrals to the School Counsellor for more complex issues or bereavement
- Individual Health Care plans created to cater for individual health/medical needs
- Referral to more specialised support such as the Emotional Well-being and Mental Health Service (EWMHS, previously known as CAMHS) or outside agencies and charities specialising in child mental and emotional health
- Advice and support to parents where parents need to make GP or NHS referrals to further investigate or attend to a special need in their child.
- Exam Access Arrangements assessments following the JCQ regulations to identify students who require further support with examinations from Year 9 onwards

7. Our approach and the support we offer

We have an experienced, caring team of Learning Support Assistants (LSAs) and HLTAs who strike the correct balance between necessary support and independent learning. In addition:

- LSAs observe students and provide feedback to the SENDCo, communicating the needs of the students during fortnightly department meetings
- In-class hover support is given to SEND students by the LSA in the lesson who plans for and supports student learning outcomes with the class teacher
- Internally SEND liaises with pastoral leaders, tutors and subject teachers. Also the quality of SEND provision is regularly monitored by the SENDCo during SEND learning walks, regular whole staff training and faculty meetings.
- Externally we liaise closely with and make recommendations to outside agencies such as: Educational Psychologists, Virgin Care Specialist School Nurse Services, private diagnosticians for dyslexic needs and the Statutory Assessment Service.
- We offer flexible support depending on a child's needs and incorporate a range of strategies to enable students to achieve their full potential. This includes a weekly range of literacy, numeracy and SEND-specific inputs, differentiation strategies, one-to-one mentoring and small group work, where appropriate.
- At KS3 smaller 'progress' groups in English, Maths, Science, Humanities and Spanish are taught by subject specialists
- Supportive form tutor group that offers Lexia, Precision Teaching, social support and Character and Culture topic discussions.
- Our afterschool Homework Club will run every Monday, Wednesday and Thursday from 3:05pm to 4pm
- The Zone, which will be open at break and lunchtimes for students, who need a friendly place to go to hang out, make friends, play games and relax,

Roding Valley High School: Special Educational Needs and Disability Policy 2020-2021

- Our support Hub is specifically designed for students who experience social and emotional needs, and offers them a calm, purposeful environment that supports them during challenging times
- All students, including those on the support register, are encouraged to take a full and active part in the extra-curricular activities that the school offers, such as the fully inclusive dance and sports clubs.

8. What Training have the staff supporting students with SEND had?

- All our teachers are teachers of SEN. They have appropriate and regular training on key areas of SEND practice as part of a robust programme of professional development throughout the year
- Learning Support Assistants have appropriate personalised training to support individual students. This is ongoing throughout the year
- Specialist training is also provided to all key staff in response to the needs of individual students during staff Insets
- Specialist training and advice has been provided by Essex County Council to help meet the needs of individual students
- Student Support Register is distributed to all staff with strategies to support SEND students and updated throughout the year
- Parents and students who want to contribute awareness of their personal experience of SEND to staff training are welcomed

9. How will my child be included in activities outside the classroom, including school trips?

Students with SEND participate in school activities alongside other students, as far as is reasonable, practical and compatible with their needs. For example, Sports days are all-inclusive.

Appropriate provision and reasonable adjustments will be made where necessary to support our students with SEND and parents /carers will be involved in the planning of school trips for their child. Additional staffing is provided as necessary. Medical support is in place where necessary.

10. How accessible is the school environment?

- Roding Valley High School complies with Equality Act 2010.
- Where possible the school will make reasonable adjustments to the environment and use its best endeavours to move as many lessons as possible to accessible areas of the school. However, there are some specialist areas that cannot be moved

11. Who can I contact for further information?

- **Deputy Headteacher:** Miss s Dyer: sdyer@rodingvalley.net
- **SENDCo:** Mr Taylor - ttaylor@rodingvalley.net

Roding Valley High School: Special Educational Needs and Disability Policy 2020-2021

12. Where can I find out about the local authorities' offer of services and provision for children and young people with SEND?

Information about the Essex Local Offer of services and provisions for children and young people with special educational needs and disability can be found at www.essexlocaloffer.org.uk

13. Who do I contact if I have any concerns?

Whilst every effort is made to gain information from primary feeder schools before a student arrives at Roding Valley High School, we would strongly advise that, if you have any concerns at all about special additional needs or any other issues, that you contact the SENDCo directly.

You are advised to contact the SEND Department via email at ttaylor@rodingvalley.net if you have any concerns.

If your issue is not resolved to your satisfaction, please do not hesitate to contact:

- Your child's form tutor or Year Progress Leader
- Deputy Headteacher
- Headteacher

If your complaint is still causing your concern, please contact the **Chair of Governors**.