



# REDEEVERYWHERE

REDEFINING EDUCATION

## SEND Policy January 2024



<b>Contents</b>	<b>Page</b>
1. Aims	3
2. Legislation and guidance	3
3. Definitions	3
The four broad areas of need are:	4
• Communication and interaction	4
• Cognition and learning	4
• Social, emotional, and mental health difficulties	4
• Sensory and/or physical needs	4
4. Roles and responsibilities	5
4.1 The SENCO	5
4.2 The Heads/Directors	5
4.3 Class teachers/staff	5
5. The kinds of SEND that are provided for	6
6. Assessing & adapting	6
Identifying pupils with SEND and assessing their needs	6
Consulting	7
Consultations - include pupil, parent/carer.	7
Assessing and reviewing pupil progress towards outcomes	8
Supporting pupils moving between phases and preparing for adulthood	<b>Error! Bookmark not defined.</b>
RedEverywhere Alternative Learning I	9
Our approach to teaching pupils with SEND	9
SEN Support	9
Education Health and Care Plans (ECHPs)	9
Review	10
6.1 Curriculum/Learning Environment Adaptations	11
Curriculum Intent	11
Implementation	11
Impact	12
Additional support for learning	12
Evaluating the effectiveness of SEND Provision	12
Enabling pupils with SEND to engage in activities available to those who do not have SEND ..	13
Working with other agencies	13
7. Complaints/Contact	13
Complaints about SEND Provision	13
Contact details of support services for parents/carers of pupils with SEN	13
Contact details for raising concerns	13

## 1. Aims

RedEverywhere SEND policy aims to:

- Ensure the identification of all pupils requiring SEND provision as early as possible.
- Ensure that all pupils have the right to achieve their maximum academic and social potential.
- Ensure that parents/carers of SEND pupils are kept fully informed of their child's progress and attainment.
- Ensure that all staff are made aware of the School's duties in respect of pupils with SEND.
- Provide support and advice for all staff working with SEND pupils.

## 2. Legislation and guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), sets out schools' responsibilities for pupils with SEN and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health, and care (EHC) plans, SEN Coordinators (SENCOs) and the SEN information report.

## 3. Definitions

The Code of Practice (above) states that "A pupil has SEN where their learning difficulty or disability calls for special educational provision...".

A pupil is considered to have SEND if he or she:

- Has a significantly greater difficulty in learning than most pupils of the same age.
- Has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for pupils of the same age in other schools within the local authority.

- Is under compulsory school age and falls within the definition in the first two bullet points or would do so if special educational provision was not made for the pupil.

Pupils must not be regarded as having learning difficulties solely because their language is different from that in which they are taught.

The SEND Code of Practice identifies four broad areas of need: it is understood that these areas give an overview of the range of needs that should be planned for. All staff understand that individual pupils may often have needs that cut across more than one of these areas and that needs may change over time. Any assessment of need will endeavour to ensure that the full range of an individual pupil's needs is identified, not simply the primary need and that the support provided will be based upon a full understanding of an individual's particular strengths and needs.

### **The four broad areas of need are:**

#### **Communication and interaction**

This includes children who have speech and language difficulties and those identified as having autism.

#### **Cognition and learning**

This includes moderate and severe learning difficulties when a child or young person learns at a slower pace than their peers in all areas of the curriculum. It also includes specific learning difficulties (SpLD) which may affect one or more specific skills or area of the curriculum, such as dyslexia, dyscalculia, or dyspraxia.

#### **Social, emotional, and mental health difficulties**

This can manifest itself in many ways, for example, a child or young person may become withdrawn, or they may display very challenging and disruptive behaviour.

#### **Sensory and/or physical needs**

This includes, amongst other things: Visual Impairment (VI), Hearing Impairment (HI) or a Multi-Sensory Impairment (MSI).

## **4. Roles and responsibilities**

### **4.1 The SENCO**

The SENCOs for our pupils will be linked to the pupil's mainstream school.

The SENCO (mainstream) will:

- Liaise with the Heads/Directors from RedEverywhere to determine the strategic development of the SEND Policy and provision in the school.
- Have responsibility with Heads/Directors for the operation of this SEND Policy and the coordination of specific provisions made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching from RedEverywhere in conjunction with their own mainstream school.
- Advise on the graduated approach to providing SEND support.
- Work with the Heads/Directors and the Governing Body to ensure that RedEverywhere meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Ensure that the school keeps the records of all pupils with SEND up to date and share this with their mainstream school when any updates have been made.

### **4.2 The Heads/Directors**

The Heads/Directors will:

- Work with the SENCO from the mainstream school to look at the strategic development of the SEND Policy and provision at RedEverywhere.
- Have overall responsibility for the provision and progress of pupils with SEND and/or disabilities whilst at RedEverywhere.

### **4.3 Class teachers/staff**

Each class teacher/staff member is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any Teaching Assistants or specialist

staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

- Working with the SENCO to review each pupil's progress and development and decide on any changes to the provision.
- Ensuring they follow this policy.

## **5. The kinds of SEND that are provided for**

RedEverywhere can provide additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech, and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia.
- Social, emotional, and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairment, hearing impairment, processing difficulties.

## **6. Assessing & adapting**

### **Identifying pupils with SEND and assessing their needs**

RedEverywhere will support the pupil's mainstream school wherever possible and appropriate in identifying and responding to SEND. We recognise the benefits of early identification in terms of improving long-term outcomes for pupils.

The process of identification in RedEverywhere is as follows:

- In most cases, information provided by their mainstream school during the referral process and prior to admission will indicate the pupil's SEND status and their individual needs.
- Assessment on entry of each pupil's current skills and levels of attainment, including baseline assessments in reading, spelling, maths, and English, building on information from mainstream and key stages where appropriate.
- Consideration of any evidence that a pupil may have a disability under the Equality Act 2010 and, of what reasonable adjustments may be needed.
- Regular assessments of progress for all pupils by class teacher/staff, supported by the Heads/Directors, which seeks to identify pupils making less than expected progress given their age and individual circumstances.

Class teacher/staff will identify those pupils whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better their previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

## **Consulting**

### **Consultations - include pupil, parent/carer.**

Self-evidently, parents/carers know a great deal about their children. They have insights about their strengths, skills, interests, preferences, aspirations, anxieties, and difficulties. Accordingly, the importance of meaningful, regular, and positive communications between teachers/staff and parents/carers cannot be overstated. Parents/carers of SEND children are actively encouraged to be involved in all stages of their child's education. To help fulfil this important role in their child's education parents/carers are encouraged to:

- Ensure that their child has (at least) the basic equipment necessary for all lessons.
- Show an interest in, and ask questions about, the work and activities in which their child is currently engaged in the school and/or home.
- Regularly look at, ask questions about, and comment meaningfully on the child's work.
- Attend any meeting arranged by the SENCO for their child. This could include Annual Reviews for pupils with an EHCP.
- Communicate to a teacher/staff any concerns or difficulties, interests or aspirations that are either specific to, or that are seriously affecting, their child's education.

Where appropriate, discussions with a pupil and their parents/carers will be arranged. These conversations will be aimed at ensuring:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- Parents/carers' concerns are considered.
- Everyone understands the agreed outcomes proposed for the child.
- Everyone is clear about what the next steps are.

The pupil's mainstream school will formally notify parents/carers in writing when it is decided that a pupil's name will be added to the SEND register (this will usually have occurred before they come to RedEverywhere).

### **Assessing and reviewing pupil progress towards outcomes**

The mainstream school and RedEverywhere will follow the graduated approach and the four-part cycle of **assess, plan, do, and review**.

The class or teacher/staff will carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil.
- Their previous progress and attainment and behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents/carers.
- The pupil's own views.
- If necessary, the mainstream SENCO will request advice from external support services.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.



## **RedEverywhere**

RedEverywhere recognises the importance of starting early. When a child is very young, or SEND is first identified, families need to be reassured that the great majority of children and young people with SEND, with the right support, can find work, be supported to live independently, and participate in their community. RedEverywhere will work with other agencies which may include health workers and social workers to encourage these ambitions right from the start. A child-centred approach will be taken that seeks to understand the interests, strengths and motivations of each child and uses this as a basis for planning support around them. Staff in RedEverywhere will work with the mainstream school, the pupil, and parents/carers to provide support so that they are included in social groups and develop friendships.

## **Our approach to teaching pupils with SEND**

RedEverywhere uses a graduated approach when supporting pupils who have been identified as having SEND. Initially, the use of high-quality teaching that has been differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. We recognise that additional intervention and support cannot compensate for a lack of good-quality teaching.

## **SEND Support**

The teacher/staff has initial responsibility for these pupils and will ensure that parents/carers, the Pastoral Head, and the SENCO are regularly kept informed if any child is experiencing difficulties.

Pupils whose needs cannot be met through routine classroom differentiation alone will be offered additional support/interventions.

## **Education Health and Care Plans (EHCPs)**

The child's mainstream school, RedEverywhere (or the parents/carers) can request that the Local Authority carry out a Statutory Assessment of the child's needs, and the (mainstream) SENCO will take the lead in assessing pupils and providing and reviewing EHCPs. Usually, this will have been undertaken by the referring mainstream school. However, the process is as follows:

After the request has been sent to the Local Authority (with a lot of information about the child), they will decide whether they think

their needs (as described in the paperwork provided), seem complex enough to need a Statutory Assessment. If this is the case, they will ask parents/carers and all professionals involved to write a report outlining the child's needs. If they do not think this is required, they will ask RedEverywhere and the mainstream school to continue with the support in place.

After the reports have all been sent in, the Local Authority will decide if the child's needs are severe, complex, and lifelong and whether they need more than 15 hours of support in school to make good progress. If this is found to be the case, they will write an EHC Plan. If this is not the case, they will ask RedEverywhere and the mainstream school to continue with the support through the Graduated Approach and set up a meeting at the RedEverywhere or the mainstream school to ensure a plan is in place to ensure the child makes as much progress as possible.

The EHC Plan will outline the support the pupil will receive from the LA, how the support should be used and what strategies must be put in place. It will also have long- and short-term goals for the pupil. They may specify an additional adult who may be used to support the pupil with whole-class learning, run individual programmes or run small groups. The child's needs are always paramount.

## **Review**

The quality, effectiveness, and impact of the provision (including any interventions) are evaluated by the review date. This includes sharing information with the pupil and their parents/carers and seeking their views.

The cycle then starts again at the assessment stage. The updated needs of the pupil are considered before planning a continuation of or change to a different provision. Parents/carers should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning the next steps.

## **7. Curriculum/learning environment adaptations**

### **Curriculum Intent**

The school teachers/staff at all levels plan ambitious curricula that are designed to give all pupils, particularly those with SEND the knowledge and skills they need to succeed in life. The curriculum is planned to build sufficient knowledge and skills for future learning and employment for all pupils. RedEverywhere has the same academic, technical, or vocational ambitions for almost all pupils. In the very small number of cases where this is not possible – for example, for some pupils with high levels of SEND – the curriculum is designed to still be ambitious and to meet individual pupil needs.

### **Implementation**

Teachers/staff have good knowledge of the subject(s) they teach and take account of the individual needs of pupils, particularly those who have SEND, in lessons. Consideration is given to how they present the subject matter clearly for all pupils; how to promote appropriate discussion for all pupils; checking all pupils' understanding systematically, identifying misconceptions accurately and providing clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, including for individual pupils and groups of pupils. Consideration is made for pupils with SEND when helping them to remember in the long-term the content they have been taught, to integrate new knowledge into larger concepts and in using assessment to help embed and use knowledge or to check understanding.

The teaching of reading is planned for all at different stages to develop pupils' confidence and enjoyment. At the early stages of learning to read, regardless of age, reading materials are closely matched to pupils' phonics knowledge.

We make the following adaptations within the delivery of our curriculum to ensure that all pupils' needs are met:

- Differentiating the delivery of our curriculum to ensure that all pupils can access it, for example, by banding and setting, 1:1 work, guided small groups, modifying teaching style, content of the lesson, etc.
- Adapting our resources and staffing.

- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Using understanding of pedagogy and research-based practice, especially regarding SEN, to inform classroom practice.

### **Impact**

The school assess the extent to which all pupils, including those with SEN, develop detailed knowledge and skills across the curriculum and, as a result, achieve. This may be reflected in results from national tests or qualifications. We aim to ensure that all pupils are ready for the next stage of their education, employment, or training and that they gain qualifications that allow them to meet their aspirations.

### **Additional support for learning**

RedEverywhere and the mainstream school are supported by Teaching Assistants who between them can deliver an extensive and varied range of interventions and support. RedEverywhere will also seek support from a variety of Therapist interventions etc.

### **Evaluating the effectiveness of SEND provision**

The success of the School's SEND Policy and provision is evaluated through:

- Feedback from pupils, parents/carers, and members of staff.
- RedEverywhere and the mainstream school Self Evaluation Form (SEF).
- The monitoring of classroom practice.
- Analysis of pupil tracking data and test results for individual pupils.
- Internal and external progress data for pupils on the Special Educational Needs register.

## **Enabling pupils with SEND to engage in activities available to those at RedEverywhere who SEND do not have**

All our extra-curricular activities and school visits are available to all our pupils. All pupils are encouraged to take part in sports activities, outside visits, workshops and any other special events organised by the school. No pupil will be excluded from taking part in these activities because of their SEND or disability.

### **Working with other agencies**

In addition to the outside agencies that RedEverywhere work with, other agencies will be involved when necessary.

## **8. Complaints/Contact**

### **Complaints about SEND provision**

Complaints about SEN provision in RedEverywhere should be made to the relevant Heads/Directors in the first instance. Parents/carers will then be referred to the School's Complaints Policy.

### **Contact details of support services for parents/carers of pupils with SEN**

SENDIASS (*Special Educational Needs and Disabilities Information, Advice and Support Service*) is freely available in North Lincolnshire for any parent/carer with a child who has a SEND need and requires advice or support. They can be contacted via their website:

[Special Educational Needs and Disability, Information, Advice and Support Service \(SENDIASS\) - North Lincolnshire Council \(northlincs.gov.uk\)](http://www.northlincs.gov.uk/sendiass)

### **Contact details for raising concerns**

If you wish to raise a concern regarding a child, please either speak to RedEverywhere Head (Sofia Shah [sofia@redeverywhere.co.uk](mailto:sofia@redeverywhere.co.uk)) or contact the relevant SENCO (mainstream school).



# RED

EVERYWHERE

hello@redeverywhere.co.uk  
www.redeverywhere.co.uk

