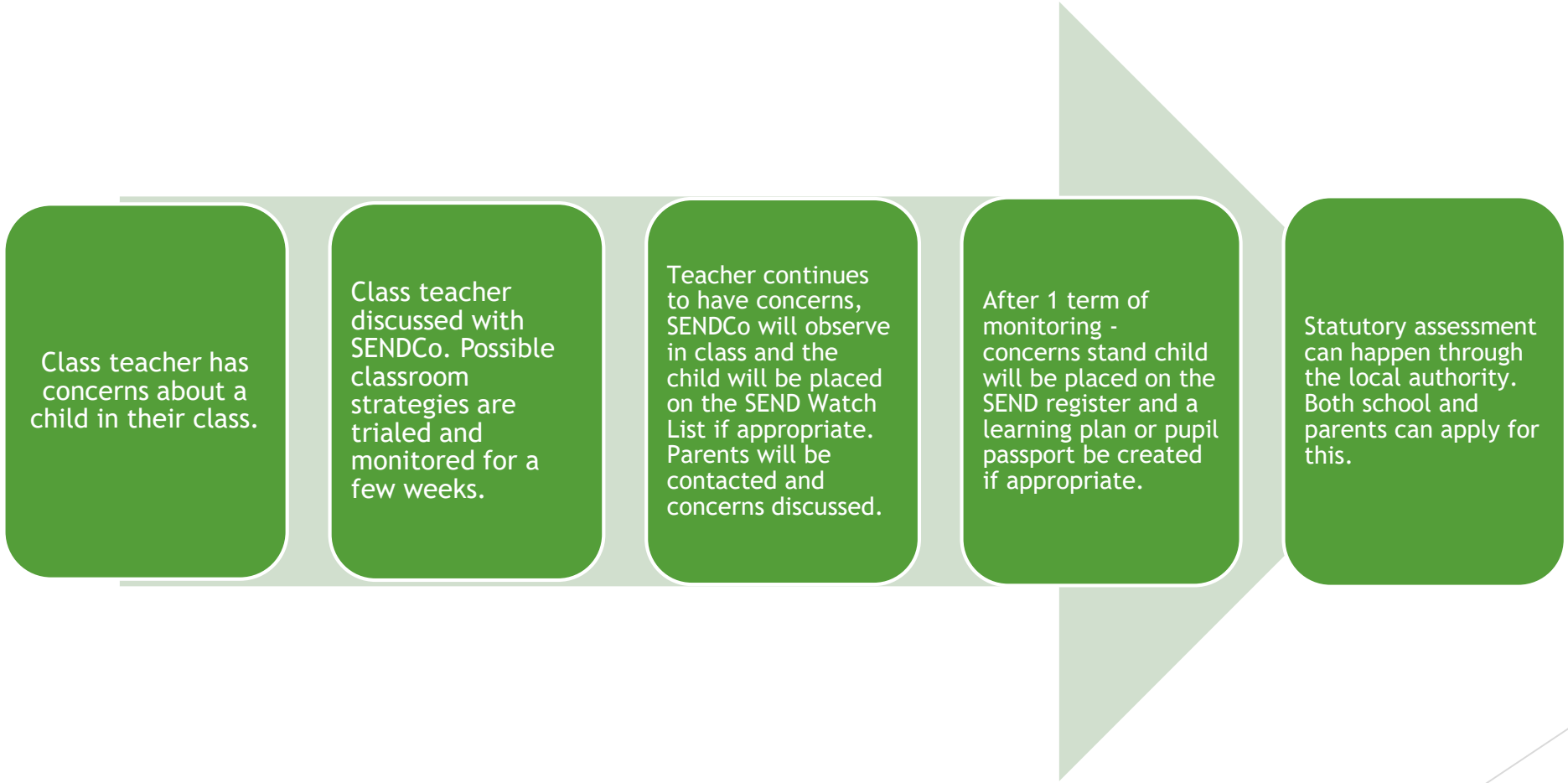
# RHJ SEND procedures

This document takes account of the Special Educational and Disability (SEND) Regulations which came into force on 1st September 2014, and the SEND Code of Practice August 2014.

# Identifying support – process of support



# Identifying Need

The class teacher is responsible for all the pupils in their class, including those with SEND.

The progress and achievement of all pupils is continually monitored by all relevant staff through on-going discussions and pupil progress meetings.

If a class teacher has any concerns about a child they will communicate this with the SENDCo and a series of classroom strategies will be trailed. These concerns could be academic, sensory, speech and language or communication and interaction. Any concerns will be recorded and the child placed on our 'SEND watch list'. At this point, we will seek views of both parents and pupils.

If, after a minimum of one term of monitoring, there still remains a concern the parents, SENDCo and class teacher will meet and discuss the next steps. At this point, we can place on the SEND register and create a learning plan or pupil passport if appropriate.

Class teachers meet with the SENDCo and wider SLT each term to discuss all pupils in their class including those on the SEND register or SEND watch list.

When a child already has had a SEND identified the previous educational setting will be contracted and any relevant information or assessments will be used to help support the child.

# Graduated response:

- Assess – school will identify, monitor and track concerns about a child.
- Plan – school will put strategies and interventions in place to support the child.
- Do – class teacher supports interventions and strategies. SENDCo support class teacher through this and they regularly review progress.
- Review – SENDCo, teacher and wider SLT discuss progress at termly reviews. If necessary, further assessments and external agencies can be contacted for advice and support.



Where a child is identified as having SEND, support will take the form of a four-part cycle known as the graduated approach.

1. **Assess** – the class teacher, working with the SENDCo carry out an analysis of the pupil's needs, drawing on teacher assessment and experience of the child and including previous attainment and behaviour, the views of the parents and pupils, and if relevant, views of external support services. This assessment will be reviewed regularly along with interventions which have taken place.
2. **Plan** - the teacher and SENDCo, in consultation with parents, will agree interventions and support which will be put in place as well as expected impact on progress, development, or behaviour along with a date for review. If appropriate, pupil targets and support will be documented by an Individual Education Plan (IEP) or pupil support profile. These will be reviewed termly at the Pupil Progress meeting. The views of pupil and parents will be sought.
3. **Do** – the class teacher remains responsible for working with children on a daily basis, including when they are involved in group or one to one teaching away from the main class. They work closely with any teaching assistants or specialist staff involved, planning and assessing the impact of support and how it can be linked with classroom teaching. The SENDCo will support the class teacher in further assessment of the child's particular strength and weaknesses, in problem solving and advising on the implementation of support.
4. **Review** – the impact of support and interventions will be evaluated along with the pupil and parents, and in consultation with external agencies if appropriate. This will be discussed at SEND review meetings and will inform analysis of the pupil's needs

If a pupil makes accelerated progress and / or no longer is thought to require additional or different support, they will, after consultation with class teachers, parents and other agencies working with the child, be removed from the SEND register.

If, however, a child continues to experience significant difficulty, despite good quality class teacher, appropriate school intervention and support, as well as specialist support, they may be put forward for a statutory assessment of their special educational needs this will be done through the local authority and is known as Educational Health Care Needs Assessment (EHCNA). Both school and parent have the right to request an EHCNA.

Children with an EHCP will have an annual review of their EHCP outcomes.

The following information relating to SEND at Robin Hood can be found on the school Local Offer http://localoffer.sutton.gov.uk/. This is the schools public SEND Information Report and is reviewed annually. It includes information on:

- Curriculum methods and teaching
- Access to learning and the curriculum
- Tests and assessments including access arrangements
- Social and emotional support
- Accessibility
- Working with others
- Transition
- Support for pupils and families
- Monitoring and evaluation