

THE RADCLIFFE SCHOOL
INSPIRE AND ACHIEVE

Special Educational Needs and Disability Policy

Headteacher: P Lawson

Review frequency: Five yearly

Chair of Governors: P Critchley

Date reviewed: December 2022

Local Offer to be reviewed annually.

Index

Introduction	4
The Inclusion Aims of the School	4
Identifying Special Educational Needs in Schools	4
Special education provision means	6
Admissions	6
Publishing Information: Special Educational Needs and Disability Information Report – The Local Offer	6
Inclusion	6
Evaluating the Success of our Special Educational Needs and Disability Policy	7
Allocation of Resources	7
Identification, Assessment and Provision	8
Special Educational Provision at The Radcliffe School	8
Early Identification	8
Special Educational Needs and Disability Provision (see Local offer)	9
The Range of Provision	9
Additionally Resourced Provision (ARP)–Social Communication Department (The Base) Transition	9
Monitoring Students Progress	10
Record Keeping	10
Nature of the Intervention	10
Individual Education Plans/Provision Maps	11
Reviewing individual Education Plans/Provision Maps	11
Additionally Resourced Provision	11
Educational, Health and Care Needs Assessment	12
Review of Statements/Educational, Health and Care Plans	12
Exit Criteria/Support Reduction	13
Roles and Responsibilities - The Governing Body	13
- The SENDCo	13
- The Assistant SENDCo	14
- The Speech and Language Therapist	14
- The Subject Teacher	14
- The Headteacher/Assistant Headteacher.....	15
Partnership with Parents/Carers.....	15
Complaints Procedure	15
Links with External Agencies/Organisations	15
Special Educational Needs and Disability	16
Special Educational Needs and Disability Local Offer	16
Appendix 1 - Children and Families Act 2013	17
Appendix 2 - Glossary of Terms	18
Appendix 3 - Local Offer	19
Appendix 4 - Children and Families Act 2013	29

Introduction

The Radcliffe School values the abilities and achievements of all its students, and is committed to providing, for each student, the best possible environment for learning. The school aims to be inclusive and meet the learning and developmental needs of its students, especially those with Special Educational Needs and Disabilities (SEND).

- SEND Code of Practice 2014
- The Equality Act 2010
- Children and Families Act 2014

The Inclusion Aims of the School

- All children are entitled to an education that enables them to make progress so that they:
 - achieve their best
 - become confident individuals
 - make a successful transition into adulthood through employment, further or higher education.
- Prepare and publish a SEND information report (contained within Local Offer).
- To ensure that all students have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all students requiring SEND provision as early as possible in their school career.
- To ensure that SEND students take as full a part as possible in all school activities.
- To ensure that parent/carers of SEND students are kept fully informed of their child's progress and attainment.
- To involve parent/carers and students in the reviewing process.

Linked to this policy are also The Local Offer, Behaviour for Learning, and Admissions Policies.

Identifying Special Educational Needs in Schools

All schools should have a clear approach to identifying and responding to SEND. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

A pupil has SEND where their learning difficulty or disability call for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvement in whole-class provision tends to be more cost effective and sustainable.

We recognise that a child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age.

or

- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream school or mainstream post 16 institutions.

A range of data is used in conjunction with information gathered from the student's primary school to establish SEND need.

Definitions of SEND

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASC, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools.

Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities

generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care or Deafblind Children and Adults guidance published by the Department of Health.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Special Education Provision Means:

- Educational provision which is additional to, or different from, the educational provision made generally for children of the same age.
- Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

The Radcliffe School will have due regard for the Special Educational Needs Code of Practice (2014) when carrying out its duties towards all students with special educational needs, and ensure that parent/carers are notified when SEND provision is being made for their child.

Admissions

The Governing Body believes that the admissions criteria should not discriminate against students with SEND and has due regard for the practice advocated in the Code of Practice (2014), all admissions will be in line with The Radcliffe Schools admissions policy.

Inclusion

This policy builds on The Radcliffe School's inclusive ethos, which recognises the entitlement of all students to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all students with SEND.

Publishing Information: Special Educational Needs and Disability Information Report – The Local Offer

The school and governing body has a responsibility to publish information on the school's website. The information will be updated annually. Information must include:

- The kinds of SEND that are provided for.
- Policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENDCo (mainstream schools).
- Arrangements for consulting parent/carers of children with SEND and involving them in their child's education.
- Arrangements for consulting young people with SEND and involving them in their education.

- Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parent/carers and young people as part of this assessment and review.
- Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.
- The approach to teaching children and young people with SEND.
- How adaptations are made to the curriculum and the learning environment of children and young people with SEND.
- The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured.
- Evaluating the effectiveness of the provision made for children and young people with SEND.
- How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND.
- Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying.
- How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families.
- Arrangements for handling complaints from parent/carers of children with SEND about the provision made at the school.

Evaluating the Success of our Special Educational Needs and Disability Policy

The Governing body will report annually on the success of the policy and, to facilitate this, we have identified specific objectives which are given under 'The Inclusion Aims of the School' at the beginning of this policy.

In evaluating the success of this policy, the school will consider the views of:

- Teachers.
- Parent/Carers.
- Students.
- External professionals.

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured. Student progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

- Consideration of each student's success in meeting Provision Map/IEP targets/One Page Profile.
- Evidence generated from Provision Map/Annual review meetings.
- Half termly data/process check attainment levels/grades.

Allocation of Resources

The Governing body ensures that resources are allocated to support appropriate provision for all students requiring it, and in meeting the objectives set out in this policy.

Identification, Assessment and Provision

At The Radcliffe School we have adopted a whole-school approach to SEND policy and practice. Students identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school.

The SEND Code of Practice (2014) makes it clear that all teachers are teachers of students with special educational needs. All teachers are responsible for identifying students with SEND and, in collaboration with the SENDCo, will ensure that those students requiring different or additional support are identified at an early stage. Assessment is the process by which students with SEND can be identified. Whether or not a student is making progress is seen as a significant factor in considering the need for SEND provision.

Special Educational Provision at The Radcliffe School

At The Radcliffe School, we believe in high aspirations and expectations for all children including those with SEND and Disabilities. We regularly review and evaluate the breadth and impact of the support we can offer or can access.

Our teachers are responsible and accountable for the progress and development of the students in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. The Radcliffe School regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

Early Identification

Early identification of students with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain student progress through:

Evidence obtained by teacher observation/assessment.

- Student progress in relation to KS2 or prior attainment levels on entry to the school
- Standardised screening or assessment tools such as:
 - First Assessment Communication tool.
 - NFER/Salford/ and Spelling Tests.
 - FACT
 - Speech and Language therapy assessments
- Informal screening and assessment tools such as:
 - Incomplete sentences tests (e.g. Robin Hedderley test)
 - Free writing and typing tests
 - Emotional Literacy Checklists
 - Checklists of Observed Behaviour
- Records from feeder schools, etc.
- Information from parent/carers.

- National Curriculum results.
- External exam results.
- Student portfolios.
- Individual Education Plan (IEP)/Provision Map/One Page Profile..

Special Educational Needs and Disability Provision (See Local Offer)

On entry to the school each child's attainment will be assessed in order to ensure continuity of learning from Primary school, or transference from another Secondary school. For students with identified SEND the Headteacher, Assistant Headteacher, SENDCo and Heads of House will:

- Use information from the Primary school to shape the student's curriculum and pastoral provision in the first few months.
- Identify the student's skills and note areas that require support.
- Ensure on-going observations/assessments provide regular feedback on achievements/experiences, in order to plan next steps in learning.
- Ensure students have opportunities to demonstrate knowledge and understanding in subjects.
- Involve students in planning/agreeing their own learning targets.
- Involve parent/carers in a joint home-school learning approach.

The Range of Provision

The main methods of provision made by the school are:

- Full-time education in classes, with additional support by subject teachers/ Teaching Assistants through differentiated teaching and learning strategies.
- In-class support with adult assistance.
- Attendance at a specialised department within the school, full or part-time.
- Support from specialists within class or as part of a withdrawal programme.
- Periods of withdrawal to work with a support teacher.
- Other.

Additionally Resources Provision (ARP) – Social Communication Department (The Base)

The Radcliffe School provides an Additionally Resourced Provision (ARP) which will house approximately 15 students. The Local Authority will place a child within the school's department and this will be written in the child's Educational, Health and Care plan. The ARP is equipped to work with students who are on the autistic spectrum, with specialist staff who have specific and detailed understanding of students within the Autism spectrum conditions.

Transition

Our SEND team work closely with the SENDCo's of our feeder schools and make Year 6 summer visits to support the transition from primary to secondary. The Radcliffe School also offers a six-week extended transition programme for identified SEN and vulnerable students. This process is strengthened by detailed conversations between the student's current teacher, parent/carers and The Radcliffe School SENDCo's.

The Radcliffe is also committed to preparing students for adulthood from the earliest years. Independent careers guidance and educational advice is available as part of the regular “assess-plan-do-review” process.

[The Radcliffe Schools’ SEND Reports, Accessibility Plan and Milton Keynes Local Authority’s Local Offer](#) are available on the school website.

Monitoring Students Progress

Progress is the crucial factor in determining the need for additional support. Expected is that which:

- Narrows the attainment gap between student and peers.
- Prevents the attainment gap widening.
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers.
- Equals or improves upon the student’s previous rate of progress
- Ensures full curricular access where possible.
- Shows an improvement in self-help and social or personal skills.
- Shows improvements in the student’s behaviour.
- Leads to Further Education, training, or employment.

Where teachers decide that a student’s progress is unsatisfactory, The SENDCo is the first to be consulted alongside the CTL and class teacher. The SENDCo, SALT, EMAC and teacher will review the approaches adopted, and advise on how best to support the individual child to improve progress.

Record Keeping

The school will record the steps taken to meet students’ individual needs. The SENDCo will maintain the records and ensure access to them. In addition to the usual school records, the student’s profile will include:

- Information from previous school/phases.
- Information from parent/carers.
- Information on progress and behaviour.
- Student’s own perceptions of difficulties.
- Information from health/social services.
- Information from other agencies.

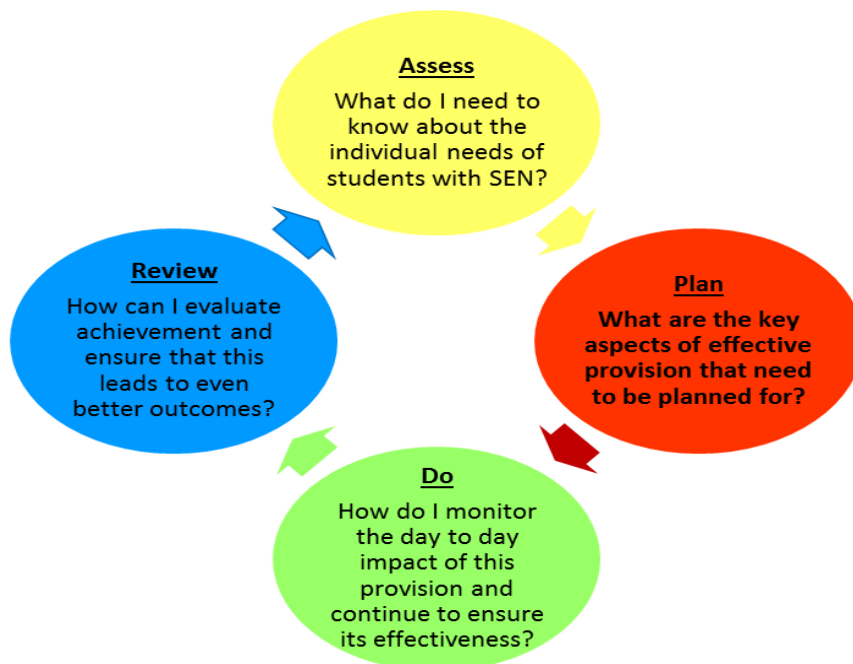
Nature of the Intervention

The Inclusion team, in collaboration with the subject teacher will decide the action required to help the student progress.

Access-Plan-Do-Review

The Radcliffe School adopts the four-stage model for the identification and assessment of Special Education Needs and the wider definition contain within the Code of Practice.

We believe in using a cycle in which earlier decisions and actions are revisited, refined and revised as our knowledge and understanding of an individual’s needs develops, in order to support the student in making outstanding progress and securing appropriate outcomes.



Individual Education Plans/Provision Maps

Strategies for students' progress will be recorded in an IEP (Individual Education Plan)/Provision Map/One Page Profile containing information on:

- Type of SEND need.
- Short-term targets.
- Teaching strategies.
- Provision made.
- Date for review.
- Success and/or exit criteria
- The outcomes recorded at review.

The IEP/Provision Map/One Page Profile will record only that which is different from or additional to the typical differentiated curriculum, and will concentrate on three or four individual targets that closely match the student's needs. The IEPs/Provision Maps/One Page Profiles will be shared with the student and the parent/carer and staff.

Reviewing Individual Education Plans/Provision Maps/One Page Profiles

IEPs/Provision Maps/One Page Profile will be reviewed termly. The school will endeavour to hold the reviews in an informal manner, and parent/carers' views on their child's progress will actively be sought.

Additionally Resourced Provision

The focus of the staff in the ARP will be to:

- Deliver high standards in relation to prior and expected attainment of students.
- Ensure that the curriculum is appropriate for the students' needs.
- Manage the allocation of support for students, including Teaching Assistant support.
- Write Individual Education/Behaviour Plans/One Page Profile for students within the Communication Department.

- Work collaboratively with the pastoral team to write Behaviour plans.
- Ensure effective liaison and communication with parent/carers and other outside agencies and services for students within the Communication Department.
- Advise mainstream staff on strategies for the management and teaching of students with ASC across the school.
- Be able to provide and develop appropriate resources to support students with ASC.
- Be trained and competent in specialist communication teaching (speech and language).
- Conduct baseline assessments of students following individual programmes and to provide and evaluate formative and summative assessment data in order to monitor progress.
- Assist appropriate professionals with the formal assessment of students with ASC.
- Provide staff with a One Page Profile of student's strengths and needs/strategies etc.
- Deliver training on Autism Awareness to all new staff.
- Provide a supervised, quiet area for students during unstructured break times.

Educational, Health and Care Needs Assessment

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- Establish and record the views, interest and aspirations of the parent/carers and child or young person.
- Provide a full description of the child or young person's special educational needs and any health and social care needs.
- Establish outcomes across education, health and social care based on the child or young person's needs and aspirations.
- Specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes.

Review of Educational, Health and Care Plans

EHC Plans must be reviewed annually. The Local Authority will inform the Inclusion team at the beginning of each school term of the students requiring reviews. The Inclusion team will organise these reviews and invite:

- The child's parent/carer.
- The child if appropriate.
- The relevant teacher.
- The SENDCo.
- A representative of the Local Authority.
- Any other person the Local Authority considers appropriate.
- Any other person the Headteacher considers appropriate.

The aim of the review will be to:

- Assess the student's progress in relation to the EHCP objectives/plan targets and outcomes.

- Review the provision made for the student in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills.
- Consider the appropriateness of the existing EHC Plan in relation to the student's performance during the year, and whether to cease, continue, or amend it.
- Set new targets for the coming year.

Year 8/11/13 reviews will be significant in preparing for the student's transition to employment, Further Education, work-based training, Higher Education, and adult life. Beyond Year 8, transition to KS5 and further education/training the Transition Plan will be reviewed and involve appropriate services. The school recognises that the responsibility for such Transition Plans lie with these specialist services and the Headteacher.

With due regard for the time limits set out in the Code, the Headteacher will ensure that a report of the annual review meeting will be written and send it, with any supporting documentation, to the Local Authority. The school recognises the responsibility of the Local Authority in deciding whether to maintain, amend, or cease an EHC Plan.

The School recognises that where a student with an EHC Plan continues to attend after compulsory education, the Local Authority may decide to maintain the Statement until age 19 and EHC Plan until 25.

Exit Criteria/Support Reduction

Recommendation for exit will be made using any of the following criteria but not just any one piece of information will be used

- Level of support required
- Appropriate reading age
- Progress made
- Current achievement levels
- All above defined by their year.

A regular review of each student on the register will take place and those who no longer require additional support to achieve accelerated progress will be removed from the register in line with the SEND code of practice.

Roles and Responsibilities: The Governing Body

The Governing Body's responsibilities to students with SEND include:

- Ensuring that provision of a high standard is made for SEND students.
- Ensuring that a 'responsible person' is identified to inform about the EHC Plan all those involved with teaching and supporting EHC Plan students.
- Ensuring that SEND students are fully involved in school activities.
- Having regard to the Code of Practice when carrying out these responsibilities.
- Being fully involved in developing and subsequently reviewing SEND policy.
- Reporting to parent/carers on the school's SEND Policy including the allocation of resources from the school's devolved/delegated budget and Local Offer.

The SENDCo

The SENDCo will:

The Radcliffe School Special Educational needs and Disability Policy

- Work with the Assistant Headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this policy and the co-ordination of specific provision made to support individual students with SEND, including those who have an EHC plan.
- Provide professional guidance to colleagues and work with staff, parents/carers and other agencies to ensure that students with SEND receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Be the point of contact for external agencies, especially the Local Authority and its support services.
- Liaise with potential next providers of education to ensure students and their parents/carers are informed about options and a smooth transition is planned.
- Ensure the school keeps the records of all students with SEND up to date.

The Assistant SENDCo

The responsibility of the Assistant SENDCO is to:

- Collaborate with the Inclusion team/SENDCo to gather information.
- Update and lead annual reviews.
- Collaborate with Inclusion team to ensure a high standard of intervention.
- Assist with the identification of students with SEND.

The Speech and Language Therapist

The Speech and Language Therapist's responsibilities are to:

- Assess speech, language and communication skills for identified students.
- Provide information on a student's speech, language and communication skills for teachers and parents/carers, including Teaching and Learning strategies to support any identified language needs within a class.
- Deliver interventions to support student's speech, language and communication needs.
- The Autistic Spectrum Disorder Lead

The Subject Teacher

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND students.
- Collaborating with the SENDCo to decide the action required to assist the student to progress.
- Working with the SENDCo to collect all available information on the student.
- In collaboration with the SENDCo, develop IEPs/Provision Maps/One Page Profiles for SEND students.
- Working with SEND students on a daily basis to deliver the individual programme set out in the IEP/Provision Map/ One Page Profile.
- Developing constructive relationships with parents/carers.

- Being involved in the development of the school's SEND policy.

The Role of the Headteacher/Assistant Headteacher

The Headteacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEND provision.
- Keeping the Governing Body well informed about SEND within the school.
- Working closely with the SENDCo/SEND team.
- Informing parents/carers of the fact that SEND provision has been made for their child.
- Ensuring that the school has clear and flexible strategies for working with parents/carers, and that these strategies encourage involvement in their child's education.

Partnership with Parents/Carers

The Radcliffe School firmly believes in developing a strong partnership with parents/carers and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents/carers have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

At a strategic level, partners must engage children and young people with SEND and disabilities and children's parents in commissioning decisions, to give useful insights into how to improve services and outcomes. (CoP 3.18)

The school considers parents/carers of SEND students as valued partners in the process. Depending on age and appropriateness, SEND students will also be encouraged to participate in the decision making processes affecting them.

The school will make available, to all parents/carers of students with SEND, details of the parent partnership service available through the Local Authority. The SEND Code of Practice outlines that

Complaints Procedure

The school's complaints procedure is outlined in the school prospectus and is available on the school's website, <http://radcliffeschool.org.uk>. The SEND Code of Practice outlines additional measures the Local Authority must set up for preventing and resolving disagreements. These will be explained to parents/carers if required.

Links with External Agencies/Organisations

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEND students.

When it is considered necessary, colleagues from the following support services will be involved with SEND students:

- Educational psychologists.
- Medical officers.
 - Child and Adolescent Mental Health Services (CAMHS).

- CAMHS.
- School Nurses.
- Speech and Language therapists.
- Occupational Therapists.
- Physiotherapists.
- Hearing impairment services.
- Visual impairment services.

In addition, important links are in place with the following organisations:

- The Local Authority.
- Specialist services.
- The business community.
- Children and Family Practices
- Children's Social Services and Social Services.
- Other groups or organisations

Special Educational Needs and Disability Policy Review

The 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 each year. The outcomes of this review are used to inform the School Development Plan.

Special Educational Needs and Disability Local Offer

The Local Offer is reviewed by the Governing body annually and can be found at Appendix 3 of this policy. The Local Offer is available on the school website.

Appendix 1

Children and Families Act 2013

The Children and Families Bill takes forward the Coalition Government's commitments to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people succeed, no matter what their background. The Bill will reform the systems of adoption, looked after children, family justice and special educational needs.

The Government is reforming the system for children and young people with special educational needs, including those who are disabled, so that services consistently support the best outcomes for them. The Bill will extend the Special Educational Needs system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

It takes forward the reform programme set out in Support and Aspiration: A new approach to special educational needs and disability: Progress and next steps by

- Replacing statements and learning difficulty assessments with a new Birth to 25 education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;
- Improving cooperation between all services that support children and their families and particularly requiring local authorities and health authorities to work together;
- Requiring local authorities to involve children, young people and parents/carers in reviewing and developing provision for those with special educational needs and to publish a "local offer" of support

What is the Local Offer?

The local offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with Special Educational Needs and their families. This easy to understand information will set out what is normally available in schools to help children with lower level Special Educational Needs as well as the options available to support families who need additional help to care for their child.

What will the Local Offer do?

This will provide information about services in the local area and how these can be accessed. With regard to education it will let parents/carers and young people know how schools and colleges will support them and what they can expect from these settings. It will help parents/carers and young people make decisions about how best to support the needs they have. During the last year the format has been discussed at national and local level.


The Local Offer was last agreed and published in January 2021.

Appendix 2

Glossary of Terms

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
APS	Average Points Score
ASC	Autistic Spectrum Disorder
AWPU	Age weighted pupil unit
BESD	Behavioural Emotional and Social Difficulties
BST	Behaviour Support Team
CAMHs	Child and Adolescent Mental Health Service
CFP	Children and Families Practice
COP	Code of Practice
CP	Child Protection
CSC	Children's Social Care
DCD	Developmental Coordination Disorder
EAL	English as an Additional Language
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
FSM	Free School Meal
HI	Hearing Impairment
IDACI	Income Deprivation Affecting Children Index
IEP	Individual Education Plan
ISR	In School Review
KS	Key Stage
LAC	Looked After Child
LA	Local Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PRU	Pupil Referral Unit
PSP	Pastoral Support Plan
SALT	Speech and Language Therapist
SEND	Special Educational Needs and Disability
SENDCO	Special Educational Needs Coordinator
SPLD	Specific Learning Difficulty
VI	Visual Impairment

Appendix 3 The Local offer

The local offer will provide information about:	Our setting will:
<p>Ethos, Vision and Mission Statement for The Radcliffe School's Special Educational Needs and Disability students.</p>	<div style="text-align: center;">  <p>THE RADCLIFFE SCHOOL INSPIRE AND ACHIEVE</p> <p><u>MISSION</u> (Our Aims and Objectives)</p> </div> <p>To achieve The Radcliffe School's vision, our mission is to ensure that we provide high quality teaching and learning to enable students to accelerate progress, achieve their potential and become confident members of the community by:</p> <ul style="list-style-type: none"> • Providing a learning environment that is happy, safe, stimulating and successful and where progress is celebrated. • Ensuring that The Radcliffe School is an ambassador and leading force for Special Educational Needs and Disability within the extended community. • Facilitating a personalised curriculum to enable accelerated progress and active citizenship. • Developing a skilled, professional and dedicated team, providing support around the student and the family. • Working in partnership with other schools and services across Milton Keynes to be a valuable resource and an outward looking centre of excellence.
<p>Special Educational Needs and Disability Admissions process.</p>	<p>Where a child or young person has Special Educational Needs but does not have an Educational, Health and Care plan they must be educated in a mainstream setting except in specific circumstances. The School Admissions Code of Practice requires children and young people with Special Educational Needs to be treated fairly. Admissions authorities:</p> <ul style="list-style-type: none"> • Must consider applications from parents of children who have Special Educational Needs but do not have an Educational, Health and Care plan on the basis of the school's published admissions criteria as part of normal admissions procedures. • Must not refuse to admit a child who has Special Educational Needs but does not have an Educational, Health and Care plan because they do not feel able to cater for those needs. • Must not refuse to admit a child on the grounds that they do not have an Educational, Health and Care plan. • Admissions to our Social Communications department will be determined by the Local Authority in partnership with the school and will be specified on the Education, Health and Care plan.

	<p>The Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability. Further education (FE) colleges manage their own admissions policies and are also prohibited from discriminating against disabled young people in respect of admissions.</p> <p>All Special Educational Needs students go through the same application process, please refer to our Admissions policy which is available on our website or a copy can be obtained directly from the school.</p>
<p>How will the school identify the particular Special Educational Needs of a child or young person?</p>	<p>Early identification of students with Special Educational Needs is a priority. The school will use appropriate screening and assessment tools, and ascertain student progress through:</p> <p>Evidence obtained by teacher observation/assessment.</p> <ul style="list-style-type: none"> • Their performance in National Curriculum judged against level descriptions where possible. • Alternatively, as a result of the current changes in assessing student attainment and progress. The school will take account of how the student has been assessed by the educational provider. • Student progress in relation to Key Stage 2 levels on entry to the school. • Standardised screening or assessment tools such as: <ul style="list-style-type: none"> – National Group Reading Test – Numeracy Test. – Informal screening and assessment tools such as: <ul style="list-style-type: none"> – Incomplete sentences tests. – Free writing and typing tests. – Emotional Literacy Checklists. – Checklists of Observed Behaviour. – Dyslexia Screening – Visual Stress Testing – FACT / FACT-Plus screening checklists – Accelerated Reading Group (ARG) – Build-Up Programme • Records from feeder schools, etc. • Information from parents. • National Curriculum results. • External exam results. • Student case studies. • Individual Education Plan/One Page Profile/Provision Map. • Teacher observations <p>Categories of additional needs currently supported changed from September 2014 in line with the proposed Special Educational Needs Code of Practice 2015, and will fall under the four categories listed below:</p>

- Cognition and Learning (Moderate Learning Difficulty, Specific Learning Difficulty, Profound and Multiple Learning Difficulty, Severe Learning Difficulty)
- Communication and Interaction (Speech, Language and Communication Need, Autistic Spectrum Condition, Pathological Demand Avoidance Syndrome)
- Social, Emotional and Mental Health Difficulties (Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder, Attachment Disorder)
- Physical, Sensory and Medical (Visual Impairment, Hearing Impairment, Multisensory Impairment, Physical Disability)

On entry to the school each child's attainment will be assessed in order to ensure continuity of learning from Primary school, or transference from another Secondary school. For students with identified Special Educational Needs the Headteacher, Deputy Headteacher and Assistant Headteachers, Special Educational Needs Coordinator, Assistant Special Needs Coordinator and Heads of House will:

- Use information from the Primary school to shape the student's curriculum and pastoral provision in the first few months.
- Identify the student's skills and note areas that require support.
- Ensure on-going observations/assessments provide regular feedback on achievements/experiences, in order to plan next steps in learning.
- Ensure students have opportunities to demonstrate knowledge and understanding in subjects.
- Involve students in planning/agreeing their own learning targets.
- Involve parents in a joint home-school learning approach.

THE RANGE OF PROVISION

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by subject Teachers/Teaching Assistants through differentiated teaching and learning strategies.
- Part-time provision in connection with another external provider.
- Attendance at the social communication department within the school.
- Support from specialists within class or as part of a withdrawal programme.
- Periods of withdrawal to work with a support teacher.
- Exam Access Arrangements

ADDITIONALLY RESOURCED PROVISION:

Communication and Interaction Needs

The Radcliffe School provides an Additionally Resourced Provision which can support approximately 15 students with Social

	<p>Communication and Interaction needs. The Local Authority will place a child within the school's department and this will be written in the child's Educational Health and Care Plan. The Additionally Resourced Provision is equipped to work with students who are on the autistic spectrum, with specialist staff who have specific and detailed understanding of ASD.</p>
<p>How will the school communicate and work with parents/carers to support children with Special Education Needs?</p>	<p>If a parent/carer wants to discuss a concern about their child with the school they can contact:</p> <ul style="list-style-type: none"> • Form Tutor • Assistant Head of House / Head of House • Class Teacher • Curriculum Team Leader • Special Educational Needs Co-Ordinator / Assistant Special Needs Coordinator • Ethnic Minority Achievement Co-Ordinator • Speech and Language Therapist • Assistant Headteacher • Deputy Headteacher • Headteacher • Learning Mentor • Community Support Co-Ordinator <p>Consultation with parents/carers is achieved through:</p> <ul style="list-style-type: none"> • Parental Support Group for parents of ARP students. • An Educational Health and Care Plan annual review which is held every year to which parents and all agencies involved with the child are invited to attend. These reviews are person centered and include the views of the young person. • Termly updates on Special Educational Needs student progress and intervention. • Personal Learning Check List (PLC's) throughout academic year. • Communication in school planner. • Opportunities for on-line meetings with teachers at subject evenings to discuss student progress and achievement. • Tutor evening meeting with Form Tutor twice a year. • On-line Tutor meeting with Form Tutor annually. • Multi-agency meetings held. • Regular Stakeholder Questionnaires (Student/Parent/Staff). • Weekly communication with staff for parents of students in ARP (The Base).
<p>What specialist services and expertise are available at or accessed by the Radcliffe School?</p>	<p>There are a range of services that can be accessed by students and parents, which are provided both internally and accessed externally by the school. These may include:</p> <ul style="list-style-type: none"> • By Health <ul style="list-style-type: none"> • School Nurses • Child and Adolescent Mental Health Services

	<ul style="list-style-type: none"> • Transforming Lives • Speech and Language Therapist (employed by the school) • Mental Health Support Team (NHST) on-site. • By Local Authority Advisory Teams <ul style="list-style-type: none"> • Educational Psychologist • Specialist teachers for Vision and Hearing Impairment, Communication and Interaction. • Inclusion and Intervention Team • Occupational Health • Specialist Careers Advice • Regular visits for HI students by external HI specialist teacher • Specific NHS training for Staff (e.g. epilepsy) • Milton Keynes Young Peoples Drug & Alcohol Service • Social Care <ul style="list-style-type: none"> • Children social care • Out of school activities <ul style="list-style-type: none"> • Ride High • After school support sessions • Duke of Edinburgh Award Scheme • Homework club (Monday-Thursday) • Young Carers • Early Risers (before school club) • Christian Foundation • Engage • Local College Visits
<p>What is The Radcliffe School’s approach to teaching/learning and development of children and young people with Special Educational Needs?</p>	<p>QUALITY FIRST TEACHING</p> <p>At The Radcliffe School we have adopted a whole-school approach to Special Educational Needs policy and practice. Students identified as having Special Educational Needs are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school.</p> <p>The Special Educational Needs Code of Practice (2015) makes it clear that all teachers are teachers of students with special educational needs. All teachers are responsible for identifying students with Special Educational Needs and, in collaboration with the Special Educational Needs Coordinator, will ensure that those students requiring different or additional support are identified at an early stage. Assessment is the process by which students with Special Educational Needs can be identified. Whether or not a student is making progress is seen as a significant factor in considering the need for Special Educational Needs provision.</p> <p>Teachers will:</p> <ul style="list-style-type: none"> • Set high expectations which inspire, motivate and challenge

students.

- Promote good progress and outcomes by students.
- Demonstrate good subject and curriculum knowledge.
- Plan and teach well-structured lessons.
- Adapt teaching to respond to the strengths and needs of all students.
 - Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
 - Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.
 - Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development.
 - Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Make accurate and productive use of assessment.
 - Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Manage behaviour effectively to ensure a good and safe learning environment.

CATCH-UP, KEEP-UP INTERVENTION

- Small group intervention programmes.
- Teaching Assistant support.
- Additional resources e.g. coloured overlay, sensory resources and handwriting equipment.
- Paired reading.

ADDITIONAL TO AND DIFFERENT FROM PROVISION

- Speech and language therapy.
- Social, Emotional Aspects of Learning.
- Handwriting sessions.
- Spellings.
- Phonics.
- Literacy.
- Study skills.
- Revision skills.
- Social skills.
- Structured social time activities within specialist provision.
- Extended transition sessions.

<p>How will the curriculum be matched to the needs of the Special Educational Needs learner?</p>	<ul style="list-style-type: none"> • Teachers are highly skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual students needs and requirements. • Differentiation is approached in a range of ways to support access and ensure that all students can experience both success and challenge in their learning. • Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise progress for all. • Additional adults are used flexibly to help groups and individual students with the goal of developing independent learning strategies. • Individual PLC's (Personalised Learning Checklists) will be used to inform planning, teaching and learning.
<p>What support is offered by the school to ensure the wellbeing of the young person who requires extra help for Special Educational Needs and Disability?</p>	<p>PASTORAL SUPPORT Strategies to support the development of students' social skills and enhance self-esteem</p> <ul style="list-style-type: none"> • All students are a member of a House to promote a community ethos. • The Assistant Head of House and Head of House provides a central communication point for parents and oversees the pastoral and curriculum needs of all Special Educational Needs and Disability students. • The school operates a vertical tutor group system for students to develop relationships with young people from other year groups. • All students will have daily contact with a Form Tutor who will provide student mentoring support, both academically and pastorally. • The school endeavours to provide a range of student voice opportunities. • The Heads of House and Tutors work closely with the School Special Educational Needs Coordinator to support the pastoral needs of Special Educational Needs and Disability learners. • Students can access the services of the A2B group which provides peer mentoring services and general educational support, such as advice on homework. • Students can be sign posted to access additional support services which are regularly monitored. Examples of these are: <ul style="list-style-type: none"> – Support from a Learning Mentor – Build-Up Programme – Small group programmes – Mentoring – Lunch Club – Family Support – External agencies – Learning Support Centre

	<p style="text-align: center;">– Counselling.</p> <p>STRATEGIES TO REDUCE ANXIETY/PROMOTE EMOTIONAL WELLBEING (INCLUDING COMMUNICATION WITH PARENTS)</p> <ul style="list-style-type: none"> • Flexible and regular contact and liaison with parents • Base information evenings • Parent focus groups • Additional and or extended transition support when transferring to secondary school. • Liaison with feeder primary schools throughout the academic year. • Summer School. • Breathe Easy Anxiety Support. • Self-regulation strategies • Child and Adolescent Mental Health Service <p>SUPPORT/SUPERVISION AT LESS STRUCTURED TIMES OF THE DAY INCLUDING PERSONAL ORGANISATION/CARE</p> <ul style="list-style-type: none"> • Trained staff supervising during break periods. • Access to structured activities overseen by an adult indoors or outdoors as appropriate during break and lunch times. • Supervision is provided for the administration of Medicines. All medicines are managed by a trained member of staff. • Lunchtime support in ARP (The Base).
<p>How will students be included in activities outside the classroom including school trips?</p>	<p>Activities and school trips are available for all</p> <ul style="list-style-type: none"> • Individual risk assessments are carried out and procedures are in place to enable all children to participate • If it is deemed appropriate that an intensive level of 1 to 1 support is needed, a parent or carer may be asked to accompany their child during a specific activity.
<p>How accessible is the school environment?</p>	<ul style="list-style-type: none"> • Double doors are fitted to outside doors on all buildings. • Two toilets are adapted for disabled use. • Three additional disabled toilets that require adult supervision. • Ramped level access from the car park to the main building reception. • Disabled spaces marked out in car park. • Disabled provision is made for access in a Food Technology room. • Quiet Room environment. • Re-rooming of teaching groups (if required) to accommodate student needs. • External pathways, walkways and corridors are regularly assessed by the schools Health and Safety Officer.
<p>How will the school prepare and support students</p>	<p>Children and young people with Special Educational Needs and Disability can become particularly anxious about “moving on” so we seek to support successful transition by:</p>

<p>who need extra help or with Special Educational Needs and Disability to join the school, transfer to a new school or the next stage of education and life?</p>	<p>WHEN MOVING TO ANOTHER SCHOOL:</p> <ul style="list-style-type: none"> • We will contact the School Special Educational Needs Coordinator and share information about special arrangements and support what has been in place for your child to help your child achieve their learning goals • We will ensure that all records are passed on as soon as possible • If required and appropriate pre-visits to the new school/college will be arranged to support <p>YEAR 6-7 TRANSITION Members of the Senior Leadership Team/Inclusion team will liaise with each feeder school to discuss the specific needs of your child including the nature and level of support which they have accessed successfully. In some cases, additional multi-agency meetings may be arranged to create a more detailed “transition” plan which may include more visits to the new school and/or additional visits from the new school to see your child in their current setting.</p> <p>YEAR 10 WORK EXPERIENCE Personalised package of support for ARP (The Base) students during their work experience placement.</p> <p>YEAR 11-12 TRANSITION The following is in place to support the transition into Year 12:</p> <ul style="list-style-type: none"> • IAG (Careers) • Interview skills intervention for identified students. • Interview support/accompanying for individual students. • Supported visits to Milton Keynes and Moulton Colleges for SEN/vulnerable students.’ • Access to the “College Bus” to support transition. <p>16+ TRANSITION Additional supported college visits for identified SEN Students.</p> <ul style="list-style-type: none"> • IAG • Interview skills intervention for identified students. • Interview support/accompanying for individual students. • Supported visits to Milton Keynes and Moulton Colleges for SEN/vulnerable students.’ <p>18+ TRANSITION The following in place to support transitioning from 6th form.</p> <ul style="list-style-type: none"> • Applications support. • Interview skills. • Interview support. • Independence skills. • Finance support.
<p>How are the school’s resources</p>	<p>The school has a Special Educational Needs and Disability Budget allocated each year. The money is used to provide additional</p>

<p>allocated and matched to students with Special Educational Needs and Disability?</p>	<p>support or resources to support the needs of children. This can be:</p> <ul style="list-style-type: none"> • Providing specialist equipment to support a need e.g.: a writing slope or exercise books using coloured paper to reduce glare or visual distortion. • Providing additional intervention programmes to help a child learn and progress –Literacy/Numeracy. • Providing a Teaching Assistant to support small group learning • Providing any resources to support learning in any area • Produce visual supports for learning. • To provide additional support and training across the curriculum. • To provide additional specialist staff to meet the needs of Special Educational Needs and Disability learners. • Support at homework club for students of the ARP • Intensive Reading Groups. • In exceptional circumstances provide: <ul style="list-style-type: none"> – Breakfast/uniform.
--	--

Reviewed by Governors: December 2022

Appendix 4

Children and Families Act 2013

The Children and Families Bill takes forward the Coalition Government's commitments to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people succeed, no matter what their background. The Bill will reform the systems of adoption, looked after children, family justice and special educational needs.

The Government is reforming the system for children and young people with special educational needs, including those who are disabled, so that services consistently support the best outcomes for them. The Bill will extend the Special Educational Needs system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

It takes forward the reform programme set out in Support and Aspiration: A new approach to special educational needs and disability: Progress and next steps by

- Replacing statements and learning difficulty assessments with a new Birth to 25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;
- Improving cooperation between all services that support children and their families and particularly requiring local authorities and health authorities to work together;
- Requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a "local offer" of support

What is the local offer?

The local offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with Special Educational Needs and their families. This easy to understand information will set out what is normally available in schools to help children with lower level Special Educational Needs as well as the options available to support families who need additional help to care for their child.

What will the local offer do?

This will provide information about services in the local area and how these can be accessed. With regard to education it will let parents / carers and young people know how schools and colleges will support them and what they can expect from these settings. It will help parents / carers and young people make decisions about how best to support the needs they have. During the last year the format has been discussed at national and local level.

