



Red Rose School

SEND Policy

2025/2026

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Background

Cambian Red Rose School is an Independent SEMH School registered for students from the ages of 8 to 18 years. The majority of our students have associated SEMH needs where an Education Health and Care Plan (EHCP) is in place to further support them. Many of our students are Looked After Children (LAC) and are placed with us from a number of LAs. Some of our pupils have experienced significant trauma as a result of one or more of these factors:

- Emotional abuse
- Sexual abuse
- Physical harm
- Neglect

Whilst negative behaviour presentation is a common trait relating to specific trauma, behaviours can vary, these include, but are not limited to, a combination of the following:

- Violent and Aggressive behaviour
- Sexual disinhibition
- Emotional instability
- Hyper Vigilance
- Self-Harm
- Dissociative States
- Lack of empathy and trust
- Low sense of safety, security and risks
- Cognitive skills unmatched to current age
- History of placement breakdowns, including Educational

As a result of these behaviours, the vast majority of students have gaps in their learning due to a history of educational placement breakdowns and have often experienced a variety of different settings.

Red Rose is a day school and consultations take place between the LA SEND placement teams and the school to ensure that we can meet need before a place is offered a place with us.

Our Vision:

“Red Rose School ensures that all our learners have access to meaningful, stimulating and challenging educational opportunities, designed to raise aspirations, remove barriers to learning and maximise potential.”

All students attending Red Rose School are deserving of an education which goes above and beyond their past experiences of education. Our approach is to inspire and engage our learners through a broad, balanced curriculum that maximises the opportunities for each individual to achieve their educational potential underpinned by positive personal and social development.

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Our aim is to equip all students with the necessary life skills, academic or vocational qualifications and emotional intelligence to succeed in life, beyond school. This will be delivered by a committed and supportive team of qualified, experienced professionals who understand each learner's individual academic and personal needs, thus facilitating progress towards the best possible outcomes.

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Legal Status:

- Complies with Part 6, paragraph 24 (3) (b) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.
- Part 3 of the Children and Families Act 2014 and associated regulations including the Special Educational Needs and Disability Regulations 2014, relevant to the Code of Practice and relating to children and young people with special educational needs (SEN) and disabilities.
- Prepared with regard to the Equality Act 2010, the Public Sector Equality Duty 2011, Race Relations Act 1976, Race Relations Amendment Act 2000, Sex Discrimination Act 1986, Children's Act 1989 and Special Educational Needs and Disability Act 2001

Applies to:

- the whole school along with all activities provided by the school, including those that take place offsite
- All staff (teaching and non-teaching), the school governors.

Related documents:

- Inclusion Policy
- Curriculum Policy
- SEND Overview
- Admissions Policy

Availability

This policy is made available to parents, carers, visitors, staff and young people by requesting a copy from the School Office.

Monitoring and Review:

- This policy will be subject to monitoring and review by the school SENDCO and Headteacher.
- The Proprietor undertakes an annual review of this policy and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Date: 12th December 2024

Signed: 

Headteacher

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Principles

Red Rose School aims to identify pupils with Special Educational Needs (SEN) at the earliest opportunity and offer appropriate provision. Our School seeks to offer pupils with Special Educational Needs full access to a broad and balanced curriculum. There is a whole school approach, which involves all staff, in understanding how children learn and supporting pupils with Special Educational Needs. All staff are aware of each pupil's needs. All staff have a responsibility to differentiate lessons to cater for individual learning needs. Parents/guardians/carers and pupils will be involved fully in the process of the planning and delivery of support. It is the policy of Red Rose School that pupils who have been accepted into the school will be offered appropriate support to enable them to access the curriculum effectively and fulfil their potential. We are an inclusive school, determined to meet the needs of all our pupils. Our school has a clear approach to identifying and responding to SEN. We recognise the benefits of early identification – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person. All our pupils will have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers will set high expectations for every pupil, whatever their prior attainment. Teachers at our school will use appropriate assessment (usually BKSBS) to set targets which are deliberately ambitious. We will identify potential areas of difficulty which will be addressed at the outset. Lessons will be planned to address potential areas of difficulty and to remove barriers to pupil achievement.

By planning in this way, our pupils with SEN and disabilities will be able to study the full national curriculum. The quality of teaching for pupils with SEND, and the progress made by pupils, will be a core part of our school's performance management arrangements and its approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENCO, will identify any patterns in the identification of SEN, both within our school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching. The identification of SEN will be built into the overall approach to monitoring the progress and development of all pupils.

Interpretation

As part of its commitments under articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities, the UK Government is committed to inclusive education of disabled children and young people and the progressive removal of barriers to learning and participation in mainstream education. The Children and Families Act 2014 secures the general presumption in law of mainstream education in relation to decisions about where children and young people with SEN will be educated and the Equality Act 2010 provides protection from discrimination for disabled people. Independent schools are required to follow the *Special educational needs and disability code of practice: 0 to 25 years: Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities* (DfE and Department for Health: 2014).

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Quality First Teaching (QFT)

At Red Rose School will strive to offer high quality inclusive teaching to all students. Teachers, instructors and support staff will always have the highest expectations for our students.

A pupil has SEN, where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age will be fully supported. Making quality first teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Within the context of school, examples of pupils who might require additional support include:

- pupils with specific learning differences e.g. dyslexia, dyspraxia
- the gifted and talented
- pupils with hearing and/or visual impairment
- pupils with specific physical and medical conditions

Our school regularly reviews and evaluates the quality and breadth of the support we can offer or can access for children with SEN or disabilities. We also consider our duties, as they apply to us as an independent school, under The Equality Act 2010. We give careful consideration in advance to what disabled children and young people we can accommodate in our independent school. School leaders will regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement.

Our school has a duty under the Equality Act 2010 towards individual disabled children and young people. We will make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. We give prior thought to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Our school has a duty to prevent discrimination, to promote equality of opportunity and to foster good relations.

Aims and Objectives

Our school's Special Educational Needs policy provides a framework for the provision of teaching and support for pupils with learning difficulties. The framework refers to entitlement, access and partnership. Although we aim to make provision for identified Special Educational Needs, it may not always be possible to do so within the school's resources. In such cases the Headteacher and the pupil's parents/carers would be informed. Where a concern has been raised, any special needs or disabilities will be identified at the earliest possible opportunity. The assessment process will involve partnership with all those concerned with the pupil, including parents/carers, teachers and other professionals. The pupil's views will also be sought.

The aims of this policy are:

- to create an environment that meets the special educational needs of each pupil;
- to ensure that the special educational needs of pupils are identified, assessed and provided for;

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- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for pupil's special educational needs;
- to enable all pupils to have full access to all elements of the school curriculum;
- to ensure that parents and carers are able to play their part in supporting their pupil's education;
- to ensure that our pupils have a voice in this process.

In order to meet these aims, our objectives are:

- to ensure pupils with learning needs are identified as early as possible;
- to assess the pupil to identify specific areas of difficulty;
- to ensure all staff are aware of the pupil's needs and are able to meet those needs within the school setting;
- to ensure pupils' records include information relating to their individual needs, interventions and outcomes;
- to assist staff in modifying the curriculum to meet the pupil's needs within the classroom and provide training programmes when required;
- to ensure that no pupil with learning needs or disability is discriminated against on the basis of his/her/their disability;
- to work in partnership with parents, guardians and the pupil themselves in providing appropriate support and advice.

Admission Arrangements

Pupils entering the school will normally have a baseline assessment. This includes English, Mathematics and, if necessary in relation to Cognitive Abilities. Pupils are admitted to the school in discussion with the Headteacher through referrals. Pupils with additional needs will be admitted if the school can offer appropriate support. However, every effort will be made to accommodate a pupil wherever possible.

Special Educational Needs Co-ordinator (SENCo) *Also please refer to the SENCo job description.*

The Headteacher has appointed a co-ordinator for special educational needs known as a Special Education Needs Co-ordinator (SENCo). The school SENCo is Sarah Calvert. It is the responsibility of the SENCo to co-ordinate the operation of the Special Educational Needs Policy and related policies.

The SENCO has an important role to play in determining the strategic development of SEN policy and provision in our school has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans. The SENCo:

- provides professional guidance to colleagues and will work closely with staff, parents and other agencies
- will be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- designs and monitors the personal learning plans;
- oversees the records for all pupils with special educational needs;
- maintains the school's SEND and EAL lists;

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- liaises with and advises colleagues;
- liaises with parents/carers of pupils with special educational needs;
- works with external agencies, professionals and specialist tutors as appropriate;
- monitors Individual Educational Plans, as and when required;
- supports staff in developing strategies to meet effectively the learning needs of all pupils at our school;
- Provides high quality training for teachers and TAs to support pupil's well-being.

Teaching Assistants (TA's)

At Red Rose School, TAs are timetabled to work with various pupils either individually or in the classroom. Teachers and TAs hold daily debriefs and also staff weekly meetings to discuss pupils learning and to plan next steps. This includes which children will be focused on and allow time for both staff and TAs to plan provision and differentiation for those children to ensure that they extend their learning beyond the completion of work. As part of inclusion we believe that pupils should receive assistance with their peers within their classrooms, therefore as much as possible the majority of our pupils receive assistance during normal lesson times within their normal classroom setting in order that they can access the curriculum along with the rest of their class.

What School does.

In practical situations at our school we do what is necessary to enable children and young people to develop, learn, participate and achieve the best possible outcomes. Our school recognises emerging difficulties arising with young people and respond promptly. We understand parents and carers know their children best and we value the input of parents and carers when they express concerns about their child's development. We will listen to and make every effort to address any concerns raised by children themselves.

The Graduated Response

The model of action and intervention in our school is a graduated approach to help children who have Special Educational Needs. Our approach recognises that there is a continuum of SEN. Where necessary, increasing specialist expertise may be brought in to support individual pupils' needs. The graduated approach is led and co-ordinated by the SENDCO. Where we identify a child as having SEN in our school, we act to remove barriers to learning and put effective special educational provision in place. The support provided takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws upon the principles of Assess, Plan, Do, Review.

Where a child who has an Education, Health and Care (EHC) Plan joins our school, we will always consult with parents/carers/social workers and, where appropriate, the Local Authority to ensure that the required curriculum is provided for as set out in the Education, Health and Care (EHC) Plan, including the full National Curriculum if this is specified. We will also co-operate with the Local Authority to ensure that relevant reviews, including the annual review, are carried out as required by regulation and best practice. The school will make reasonable adjustments to meet the needs of children with an EHC Plan. Any additional services that are needed to meet the requirements of the EHC Plan or additional services such

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as dyslexic tuition will be subject to charge. This will be either directly to the parents, or the Local Authority if they are responsible for the fees and our school is named in the Education, Health and Care (EHC) Plan.

We have arrangements in place to support children with SEN or disabilities. We have developed a clear approach to identifying and responding to SEN. We recognise that the benefits of identifying need at the earliest point, and then making effective provision, improves long-term outcomes for children. We have a focus on inclusive practice and removing barriers to learning, therefore special educational provision in our school is underpinned by high quality teaching which is differentiated and personalised. It is our aim to know precisely where children with SEN are in their learning and development. We aim to:

- ensure decisions are informed by the insights of parents and those of children themselves;
- have high ambitions and set stretching targets for them;
- track their progress towards these goals;
- keep under review the additional or different provision that is made for them;
- promote positive outcomes in the wider areas of personal and social development, and
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.

Teachers are responsible and accountable for the progress and development of the pupils 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 SEN.

Additional intervention and support cannot compensate for a lack of good quality teaching. Our school will regularly and carefully review the quality of teaching for all of our 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 SEN most frequently encountered. In deciding whether to make special educational provision, the teacher and school SENCO will consider all of the information gathered from within our school about the pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, our school will have arrangements in place to draw on more specialised assessments from external agencies and professionals.

This information gathering will include an early discussion with the pupil and their parents/carers/social workers/LA. These early discussions will be structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. A short note of these early discussions will be added to the pupil's record on our school information system and shared with relevant professionals. Furthermore, we will also tell parents and young people about the local authority's information, advice and support service. Consideration of whether special educational provision is required will start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This will then help determine the support that is needed and whether it can be provided by adapting our school's core offer or whether something different or additional is required. However, where support is provided, a clear date for reviewing progress will be set and the parent, pupil and teaching staff will each be clear about how they will help the pupil attain the expected outcomes. The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning.

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Where it is decided that a pupil does have SEN, the decision will be recorded in our school records and the pupil's parents/LA must be formally informed that special educational provision is being made.

Use of data and record keeping

Our school has developed its own approach to record keeping in line with the requirements of the Data Protection Act 1998. The provision made for pupils with SEN will be recorded accurately and kept up to date. As part of any inspection, both Ofsted and ISI will expect to see evidence of pupil progress, a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEN support provided. Ofsted and ISI publish more detail about their expectations in their inspection guidelines. Our school will particularly record details of additional or different provision made under SEN support. This will form part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps. They will ensure that they have accurate information to evidence the SEN support that has been provided over the pupil's time in the school, as well as its impact. A local authority that is considering or is carrying out an assessment of the pupil's needs will wish to review such information. We use our information system to monitor the progress and development of all pupils. Details of SEN, outcomes, teaching strategies and the involvement of specialists will be recorded as part of this overall approach. Our school will readily share this information with parents. It will be provided in a format that is accessible for example our tracker which records the objectives from the EHCP on a spreadsheet and is tracked and monitored to make sure that the actions and targets are forefront in teachers minds when teaching those students with additional needs.

Improving outcomes: high aspirations and expectations for children and young people with SEN in our school

All children and young people are entitled to an education that enables them to make progress so that they can:

- achieve their best;
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

Our school will identify and address the SEN of the pupils that we support. Our school must:

- use our best endeavours to make sure that a child with SEN gets the support they need – this means doing everything our school can to meet children and young people's SEN;
- ensure that children and young people with SEN engage in the activities of our school alongside pupils who do not have SEN;
- designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO
- inform parents when they are making special educational provision for a child;
- prepare SEN information reports and our arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others in our school, the facilities provided to enable access to our school for disabled children and our accessibility plan showing how we plan to improve access progressively over time.

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The Identification of Pupils with Special Educational Needs and Disabilities

The identification of SEN will be built into the overall approach to monitoring the progress and development of all pupils. The quality of teaching for pupils with SEN, and the progress made by pupils, will be a core part of our school's performance management arrangements and its approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENCO, will identify any patterns in the identification of SEN, reflect upon and reinforce the quality of teaching. All our pupils will have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers will set high expectations for every pupil, whatever their prior attainment. Teachers at Red Rose School will use appropriate assessment to set targets which are deliberately ambitious. We will identify potential areas of difficulty which will be addressed at the outset. Lessons will be planned to address potential areas of difficulty and to remove barriers to pupil achievement. By planning in this way, our pupils will be able to study the full national curriculum. Where a pupil is identified as having SEN, our school will act to remove barriers to learning and put effective special educational provision in place.

The identification of pupils with special educational needs and disabilities can be:

- on entry when specific needs are identified and recorded as part of the entrance/transition process;
- by staff observation of a pupil whom they perceive as having difficulties or specific needs in their particular curriculum area;
- by staff referring a pupil who is experiencing emotional/behavioural problems;
- through discussion with external professionals such as. doctors, counsellors, therapists;
- through concern expressed by parents and carers (recorded on the parental meeting record form).

Our school will assess each pupil's current skills and levels of attainment upon entry, building on information from previous settings and key stages where appropriate. At the same time, we will consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them. Class and subject teachers, supported by the senior leadership team, will make regular assessments of progress for all pupils. These assessments will seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life. The first response to such progress will be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, will assess whether the child has SEN. While gathering evidence (including the views of the pupil and their parents) our school will not delay in putting in place extra teaching or other rigorous

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interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs. For some children, SEN can be easily identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with children and young people will be alert to emerging difficulties and respond early. In particular, we encourage parents and carers to express concerns about their child's development. Additionally, we will always listen to and address any concerns raised by children and young people themselves.

Our school will always be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but it can have an impact on well-being and sometimes this can be severe. Red Rose School will ensure that we make appropriate provision for a child's short-term needs in order to prevent problems escalating. Where there are long-lasting difficulties our school shall consider whether the child might have SEN. Whilst slow progress and low attainment do not necessarily mean that a child has SEN and will not automatically lead to a pupil being recorded as having SEN, they may be an indicator of a range of learning difficulties or disabilities. Equally, our school will not assume that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Red Rose School will look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. However, difficulties related solely to limitations in English as an additional language are not classed as SEN. When reviewing and managing special educational provision the broad areas of need and support our school will review include how well-equipped we are to provide support across these areas. This gives an overview of the range of needs that will be planned for. The purpose of identification is to work out what action we will need to take, and crucially not to fit a pupil into a category. In practice we recognise individual children or young people often have needs that cut across all these areas and their needs may change over time. For instance, speech, language and communication needs can also be a feature of a number of other areas of SEN, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements. A detailed assessment of need will ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual will always be based upon a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

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 ASD, 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. Support for learning difficulties may be required when children and young people learn at a slower

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pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. Please see below our flow chart which covers our plan for interventions and assess, plan, do and review.

Assess

In identifying a child as needing provision which is 'additional to and different from' other learners in the same class, the class teacher, working with the school SENCO, will carry out a clear analysis of the pupil's needs. Before provision is planned for, expected individualised outcomes will be identified. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from our school's core approach to pupil progress, attainment, and behaviour. It will also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Our school will take seriously any concerns raised by a parent. These will be recorded and compared to the school's own assessment and information on how the pupil is developing. This assessment will be reviewed regularly. This will help ensure that our support and intervention are tailored to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

Plan

When our school has decided to provide a pupil with SEN support, we will then formally update our SEND register and notify parents, although parents will have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO will agree in consultation with the parent/carer/LA and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. 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. This will also be recorded on our school's information system. The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge. Parents will be fully aware of the planned support and interventions and, where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home.

Do

The class or subject teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The school SENCO will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support. Within the graduated approach a programme of intervention and support will be implemented. If this does not enable the child to make satisfactory progress, the SENCO seeks advice from external agencies, which may include an educational psychologist report. Teachers are

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responsible for tracking each pupil's progress in Literacy and/or Numeracy throughout their time at our school.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Parents will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps. Where a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months.

Within the Assess, Plan, Do and Review cycle, our staff work together to enable pupils to achieve the outcomes identified during the assessment phase of the process as their learning goals. We make key decisions about the use of the curriculum modifications and interventions are based on whether any chosen additional provision is the best way to move towards the identified outcome.

Involving Specialists

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we will consider the involvement of specialists, including those secured by our school itself or from outside agencies. Our school may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. We will always involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN support delivered by appropriately trained staff. The pupil's parents/carers and wider professionals where appropriate will always be involved and consulted in any decision to involve specialists. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support. Where our assessments have indicated that support from specialist services is required, it is important that children and young people receive it as quickly as possible.

Joint commissioning arrangements will seek to ensure that there are sufficient services in place to meet specific need. The Local Offer will set out clearly what support is available from different services and how it may be accessed.

Provision mapping

A provision map showing the support currently available for each pupil within the school is drawn up. Interventions are written up for any additional provision that takes place. Pupil progress is monitored and reviewed so that decisions can be made as to whether the provision should continue. Children have personal targets they are working towards. These are written and reviewed termly (or more regularly if required) in collaboration with the pupils and the parents/carers. Parents/carers should expect to be informed of the targets set for their child. Targets are discussed with the child who is encouraged to participate in decision making, at an appropriate level about future options. Parents/carers are also encouraged participate in decision making, at an appropriate level about future options. All staff who are

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regularly involved with your child in the School are to be aware of the child's targets. We aim for the targets set to be Targets to be S.M.A.R.T.

- | | | |
|---------------|---------------|---------------|
| 1. Specific | 3. Achievable | 5. Time bound |
| 2. Measurable | 4. Relevant | |

Parents/carers/LA's will be encouraged to contribute ideas about how your child's needs could be met and what helps the child to learn and will be expected to share with the school success when targets are met at home. Parents/carers should try to attend any meeting called by the school to review the targets with at least one review in the year could coinciding with a 'Parent/Carer Information Day'. Generally, such targets focus on three or four key points and information on how these targets will be worked on and with whom. The targets are distributed to the teachers involved in the pupil's learning and parents of the pupil as soon as they are written and have been agreed by all parties. Care will be taken to avoid the four most common weaknesses in setting targets which are:

- imprecise terminology (with frequent use of phrases such as 'improved reading', 'increased confidence', 'improved self-esteem');
- failure to indicate which teachers and subjects would be involved;
- lack of pupil involvement;
- failure to link them with other areas of assessment and recording procedures in the school.

Our experience is that the five most frequent strengths of specific focused targets are:

- based on sound knowledge of the pupil;
- taking account of pupil's strengths and interests;
- stating realistic time scales;
- linked to resources in school;
- involving parents at some stage (either in their setting and/or review).

Timetable

The amount and type of support offered to a pupil is dependent on need. Our school believes that pupils will not be withdrawn from lessons unless it is necessary to do so. Our school believes that pupils with additional needs should spend as much time as possible in the classroom with the most effective teachers and that removal from class should be avoided wherever possible. We believe that all subjects are important to the pupil's development and that every pupil is entitled to a broad and balanced curriculum. Therefore, timetabled lessons should not be sacrificed for support unless entirely necessary. When a pupil needs to be withdrawn for learning support, every effort is made to ensure that a pupil does not miss core curriculum subjects. Their individual strengths are also considered in addition to the advice of staff members and parental requests. We aim to ensure that pupils are never withdrawn from core elements of their curriculum – English and Mathematics.

Gifted and Talented Pupils

Occasionally a pupil will stand out from their peers as having exceptional abilities. If the need is considered very different from their peer group, the pupil has special needs. In most cases these special abilities can be nurtured within the classroom by differentiation of the curriculum. As a school we will aim to nurture and maximise this potential to stretch and challenge.

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Access to the Curriculum

All pupils have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that promote success and achievement.

Teachers use a range of strategies to meet pupil's special educational needs. Lessons have clear learning objectives; we adapt work appropriately, and we use assessment to inform the next stage of learning.

Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that pupils experience success. We support pupils in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. We regularly give the pupils opportunity to work in small groups or in a one-to-one situation within the classroom.

Partnership with parents and Carers

At Red Rose School we pride ourselves on how we work closely with parents/carers in the support of those pupils with special educational needs. We encourage an active partnership through an on-going dialogue with parents. The Home-School Agreement is central to this. Parents/carers/SW's have much to contribute to our support for pupils with special educational needs. Regular meetings to share the progress of pupils, set clear outcomes and review progress, discuss the activities and support that will help achieve, identify the responsibilities of the parent, the pupil and the school. Regular meetings and contact build confidence in the actions being taken by the school and strengthen the impact of collaborative support.

Pupil participation

In our school we encourage pupils to take responsibility and to make decisions. This is part of the culture of our school and relates to pupils of all ages. Pupils are involved at an appropriate level in setting targets and their termly PEP review meetings. Pupils are encouraged to make judgements about their own performance against their IEP targets. We recognise success here as we do in any other aspect of school life.

Monitoring and evaluation

The SENCo supports teachers, where necessary, in drawing up IEPs for pupils. The Headteacher reviews this policy annually and considers any amendments in the light of the annual review findings.

Staffing and resources

A range of teaching resources are used to enhance learning and memory. These include ICT facilities. Teachers are supported by the Teaching Assistant (TA) in class and remain consistent where practicable.

Complaints

Red Rose School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Our aim is to ensure that everyone in our care has the opportunity to achieve their personal best.

Parents/carers/SW's are encouraged to discuss any concerns with the school and can contact school admin, form tutors, SENDCo or the Headteacher.

Disability Discrimination Act

Our aim is to enable all pupils to realise their full potential. We would always consider admitting any pupil - no matter what accompanying disabilities they have providing we are confident that we are able to meet their special educational needs. In the light of the Disability Discrimination Act we have carefully considered what we might do to make our building more accessible to those who have a physical disability. Please refer to our Accessibility Plan.

Review Schedule

Reviewed December 2024

Reviewed September 2025

Next Review September 2026

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