



Rugby Free

Secondary School

**SEND and
VULNERABLE
PUPILS
POLICY**

Managing SEND and Vulnerable Pupils Policy

RFSS is an inclusive school. The children on the SEND register typically have an identifiable and specific difficulty that acts as a barrier to their learning. We maintain a detailed provision map which shows the level of support being received by all the pupils in the school. This ensures that those students who need additional individual or family support to help them make better progress are not overlooked, however they do not appear on the SEND register which now provides a much clearer picture for staff of the pupils who are experiencing the most challenging obstacles to their learning.

The objectives of our policy are to:

- Meet the requirements of all Governmental Policies regarding SEND, encompassing the LEA Statement of Policy for Children with SEND.
- Be totally inclusive, responding to a child's strengths and weaknesses according to the nature of their difficulties.
- Have a strong partnership between the family and school systems for reducing barriers to learning
- Set targets that include the planning of specific intervention and support to ensure children make good or better progress.
- Work with those of our SEND students who require specific intervention such as precision teaching, 1-1 or small group maths and/or literacy support. This may also include social, emotional well-being support for families and broker support as necessary from external agencies
- Support a student's learning by making them feel included in all of school life, thus enabling them to become an independent and confident child

Our SEND protocol identifies four levels of need:

- Education, Health and Care Plan (EHC). Children have received a full statutory assessment and our school delivers specific interventions and allocation of resources
- Children receive a learning assessment and have a specific educational need, which will involve working with outside agencies and /or a high level of school based, specific intervention.
- Children who have a specific learning need or disability which is manageable with a low level of intervention or straight forward adaptation of resources.
- Children who have a range of support needs including family issues but not a specific diagnosed educational need, may include EAL students.

We aim for early identification of SEND. For year 6 and new in-year entry students we follow the following protocol:

- Visit to feeder schools (Head of Transition and Transfer and/or SENCO), note children who have already been identified as having SEND, and collect information about their educational history.
- Invite parents, students and Primary SENCO in to discuss needs, concerns and specific issues
- Discuss statements with LEA Education Officers to ensure appropriateness of placement and delivery to satisfy specific needs
- Undertake a range of assessments, if required, to identify children with special educational needs and establish their strengths and areas of difficulty e.g. reading age
- Review any existing reports, assessments and discuss recognised needs with parents/carers

Our SEND provision sets out to ensure:

- The number of children with SEND make accelerated progress in all areas e.g. academic social, emotional and physical
- A positive impact of programmes of intervention and support
- Teachers' records include information on the SEND needs of children in their classes.
- Schemes of work show evidence of differentiation for children with SEND
- INSET time is allocated to staff development with reference to SEND
- Staff fulfil the expectation of the school in carrying out procedures for SEND
- Recommendations by external agencies are acted upon and incorporated.
- Children are confident, well-motivated and are making accelerated, measurable progress compared with non-SEND children
- The register and provision map reflect accurately the current need of the child and action being taken to address this.
- All staff are involved in the provision for students with SEND.

The SENCO's key role is to:

- Identify the pattern of need across the school
- Make sure SEND children are receiving the appropriate support and intervention based on prior or current assessment on a fair and equitable basis.
- Monitor the progress made by children through the evaluation of the impact of provision
- Ensure that all staff work within the framework of school policy and practice including identification and differentiation within the classroom.
- Update the Provision Map (a continuously evolving data spreadsheet) and SIMS with the most recent assessments, interventions, recommendations and provision
- Co-ordinate, organise and disseminate important information and strategies via training to colleagues.
- Work closely with parents/carers regarding their children and the provision needs. This also includes the strategies for students who do not have SEND but are receiving support.

Data Protection Policy in line with school policy any SEN/disability information will be stored securely whilst student is attending school either with a password protected file if stored on a computer or in a locked cabinet in a locked room. The information is kept for 7 years after the student leaves the school unless they move to another school where a transfer of said information is made. The data will only be used in respect of the client named or may be used anonymously to provide aggregate data across the organisation.

Date of Policy:	1 st March 2018
Approving Body:	Local Governing Body
Approved by:	
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