



Robert Clack School of Science

Special Educational Needs and Disabilities Policy

2025 – 2026

Approved by Executive Headteacher:

Date: 1st November 2023

Signed by Chair of Governors:

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Management & Responsibilities

Assistant Headteacher and SENCO:	Mr A Stansfield Senior Leadership responsibility for the overall management of the SEND Department, with a focus on developing whole-school teaching and learning strategies for SEND.
SEND Leads:	Mrs K Bell – Gosfield Road Mrs K Schofield – Green Lane Mrs S Shevket – Lymington Fields Responsible for the day to day management of the SEND Department, in particular: pastoral care, support strategies and staffing.
Primary SENCO:	Miss S Javid
SEND Governor:	Mr R Driscoll

This policy should be read in conjunction with our **Accessibility Plan and Equality Policy**.

The local authority's local offer can be found here: <https://www.lbbd.gov.uk/local-offer>

Aims/Objectives

The Robert Clack School recognises that some of its students may require extra support and resources to realise their full academic, personal and social potential. The Special Educational Needs and Disabilities (SEND) department is committed to providing pupils with a continuum of support which will ensure full access and inclusion to the National Curriculum. This policy should be considered as part of a whole school approach to Special Educational Needs. The SEND department works in partnership with the SLT, Pastoral Team, Subject Leaders and all staff together with pupils, parents/carers and external agencies in responding to pupils' educational needs.

The school is committed to valuing the individual needs of every pupil and the contributions they make to the school community. It has high expectations of all pupils, including those with SEND, and line with the Code of Practice (CoP) (2015). Pupils with SEND are fully integrated within all curriculum and extracurricular areas. Our aim is to support all pupils to become independent learners and develop their skills for life. We place a key focus on supporting students holistically so that they leave school with the skills required to be world citizens and have a successful future.

To this end the School has clear procedures for identifying and assessing pupils who may have special educational need. Once identified, appropriate support will be put in place to ensure that the pupils are given every opportunity to achieve their potential. All staff are required to take responsibility for the education of all children including those with SEND. In addition, teaching assistants are an extra resource who can assist in the delivery of a differentiated curriculum and the implementation of other interventions as required.

The CoP (2015) places great emphasis upon the importance of parental involvement in ensuring success in supporting pupils with SEND. Robert Clack School acknowledges this highly important role and works closely with parents/carers to develop a positive relationship. The means of ensuring that parents/carers are as fully involved as possible are detailed below:

- Open lines of communication with the SEND Department, direct telephone links to bases on Gosfield Road site, Green Lane Site, Lymington Fields site and Primary School.
- Parents/carers are invited to all reviews and relevant meetings, at least 3 times each year. Minutes are supplied if requested.
- Annual parent/carer questionnaires which result in tailored information evenings
- Parental view sought prior to all reviews.
- Home visits made, if appropriate.

- SEND department members attend school parents' evening and KS4 option choice evenings.
- Information/resources available on both sites.
- Representative from SEND department to attend review meetings as soon as possible prior to pupils' transfer to Robert Clack at the end of Year 6 when invited to do so.
- Parental views are sought with regards to parental involvement and engagement workshops, which are put in place in order to support and develop parents' knowledge on SEND systems and SEND strategies.

Definitions of Special Educational Needs (SEND)

Under the CoP (2015), the term 'Special Educational Need' applies to a child or young person who has 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:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The code defines four broad areas of need although, in practice, a child may often have needs in more than one area.

Communication and interaction (to include but not restricted to):

- Speech, language and communication needs (SLCN)
- ASD (including Autism and Asperger's Syndrome)
- Complex social and communication needs (CSCN)

Cognition and learning (to include but not restricted to):

- Moderate learning difficulties (MLD)
- Specific learning difficulties (SpLD) (including dyslexia, dyscalculia & dyspraxia)
- Complex learning difficulties

Social, emotional and mental health difficulties (to include but not restricted to):

- ADHD/ADD
- Anxiety
- Challenging behaviour (as a symptom of social, emotional and mental health difficulties)

Sensory and/or physical needs

- Visual impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI)
- Physical disability (PD)

The school recognises that there are a number of issues that may impact on the progress and attainment of pupils, but these are not considered to be SEND under the CoP (2015). However, the School is committed to providing support and making reasonable adjustments necessary to ensure progress:

- Disability – provision in-line with current disability equality legislation.
- Attendance and punctuality
- Health and welfare
- EAL
- Pupil Premium
- Looked After Children
- Being the child of a serviceman/woman

Identification and Assessment

Graduated Approach

The school fully complies with the CoP (2015) which stresses the need for a fully inclusive approach to SEND. It anticipates that most pupils can be catered for within the school's system with an emphasis on providing an appropriately differentiated curriculum, a multi-sensory approach to teaching and learning, accompanied by assessment and monitoring. Robert Clack School recognises that it must take action.

If a pupil fails to make progress early identification of a child/young person's needs is crucial in ensuring that appropriate provision is put in place to enable progress to be made. Additionally, a clear referral process is in place for members of staff. Identification is made through various methods:

- Liaison with primary school
- Liaison with class/subject teacher and/or Leader of the Learning Community
- Prior attainment
- Individual progress against National Curriculum levels (monitored four times per academic year)
- Rigorous monitoring of assessment data
- Individual reading and spelling assessments on entry and each academic year thereafter
- Individual diagnostic tests
- Parental concern
- Liaison with external agencies/professionals

The school believes that high quality teaching is the key to addressing the needs of pupils with SEND; the CoP (2015) supports this view. The School operates a banding and setting system that begins in year 7; this enables it to maintain reduced class sizes for the lowest ability pupils. In addition to ensuring access to high quality teaching, the school also provides, as appropriate, the following interventions for pupils with SEND regardless of whether an Education, Health, Care plan (EHC) is in place.

Provision

We have a range of specialised and targeted interventions and provisions in place in order to support the needs and progress of pupils with SEND. (See Appendix 1)

Additionally, all pupils are actively encouraged to fully participate in all aspects of school life including sports, performing arts, debate, school council and school trips, including foreign residential trips.

Tracking and Monitoring

In order to assess the effectiveness of overall and individual provision for pupils with SEN the school undertakes the following measures:

- Rigorous monitoring at each round of assessment data (three times per academic year)
- Regular individual assessments
- Assessment of public examination results
- Measuring progress against prior attainment
- Regular consultations with parents/carers and pupil
- Regular consultations with teacher and teaching assistants
- SEND strategy meetings with staff

Transition

The school has an established transition policy which outlines the support and guidance given throughout the various key-stages.

The process for pupils' transfer to Robert Clack School (Reception – KS5) begins during the autumn term prior to transfer. This process includes parental consultation, open days/evenings and home/school visits by a named person from Robert Clack School. Transfer records indicate which pupils have been identified as having Special Needs. Early identification of these pupils' needs enables the SEN department to plan the

appropriate support strategies prior to transfer. The department requests invitations to all EHCP reviews held in the summer term prior to transfer.

The Local Authority SEND transfer form also provides information about pupils with additional needs. The SEN team also liaises with SENCOs from feeder schools / nurseries in order to gather information relevant to each pupil. Parents of pupils with SEN transferring to the school are offered the opportunity to make an individual visit. The SENCO is consulted by the Headteacher and provides information and advice towards the appropriate placement of the incoming pupil with regard to tutor group and setting. After the pupils' arrival at Robert Clack School, the SEND department provides teaching staff with information regarding their individual needs. Individual assessments are also undertaken with those pupils entering Year 7 where the primary information or KS2 data indicate there may be a concern. Support strategies are then prepared and distributed to teaching staff.

SEND INSET

The school is committed to providing INSET to all staff in order to support the requirements of the CoP (2015) and undertakes an annual audit of staff training needs. INSET for staff is provided by external facilitators and the SENCO during school-based training days.

A programme of INSET will be directed to the needs of:

- Subject teaching staff
- Pastoral team
- Teaching Assistants

Regular INSET will be delivered, where appropriate, through staff meetings, drop in sessions and regular SEND departmental meetings.

Teaching and support staff have access to courses available within the LA. In addition, staff will be given the opportunity to attend courses organised by outside agencies. A yearly skills audit is also conducted for teaching and support staff, the feedback and outcome of this inform the focus of the continued professional development programme.

Parental Engagement

Working in partnerships with parents is essential for pupils' progress and development. The school endeavours to ensure that parents are informed and involved in their child's progress but also that parents are informed and feel supported with supporting their child.

Therefore, in order to support and engage parents with SEND we send out a yearly questionnaire to ascertain what support parents would like from the school and how they would like this support. In previous years we have put in place parent support booklets and resources that focus on supporting students with SEND with learning at home as well as information evenings with specialist guest speakers that focus on SEN needs. We will also begin a SEND newsletter to support parents further with pupils' home learning as well providing parents with regular pertinent information.

Links with External Agencies

Close links with the Community Educational Psychology Service have been established. The Educational Psychologist visits the school and provides advice and support for pupils in line with the CoP (2015).

Links with NELFT services, including Speech and language therapists, physiotherapy services, CAMHS, Occupational Therapy services in Barking and Dagenham, Redbridge, Newham, Waltham Forest and Havering Borough Councils.

The Careers' Advisor regularly visits the school and provides advice and support to the school's Careers Department relating to the needs of individual pupils particularly at KS4 to ensure appropriate post-16 provision is in place.

The school has access to the LA's Hearing Impaired Advisors who will assess pupils with hearing impairment and offer advice and support.

The SEND department maintains close contact with Social Services and professionals from Child and Family Consultation Service. Where appropriate, these professionals are invited to contribute to reviews and attend case meetings.

A termly inclusion planning meeting is held on all school sites, and this is currently attended by the Educational Psychology Service.

The Local Authority Inclusion Advisor meets with the SENCo on a termly basis and close communication is maintained throughout the year.

The BDSIP Link meets with the SENDCO very term and close support with the local offer is maintained throughout the year.

What steps are taken to prevent pupils with SEND from being treated less favourably than other pupils?

To eliminate unlawful discrimination, harassment and victimisation:

- Policies explained: SEND, Equality, Anti-bullying, and the Accessibility Plan
- Continuing Professional Development for teachers and staff member.
- Focuses on differentiation, reasonable adjustments, equality of access, teaching and learning to ensure progress for all and safeguarding.
- Staff are reminded of reasonable adjustments required for certain individuals as necessary e.g. discussed during Pupil Progress meetings with the class teacher, Assistant Head Teacher and the SENCo.
- Senior Leadership Team meetings focus on the strategic development of these areas.
- Regular liaison with governors which informs and updates on current all areas.
- Regular liaison with parents to address any concerns and alleviate any anxieties

To advance equality of opportunity:

- In depth analysis of attainment data at each progress checkpoint by middle leaders and teachers.
- Exam access arrangements are organised.
- Auxiliary aids currently include: tablets, laptops, writing slopes, special handwriting pens, colour overlays, and any others as necessary.
- Lessons are regularly observed to ensure accessibility and progress against Ofsted standards.
- Information and up to date research is shared on a regular basis

To foster good relations:

- Transition programme with primary schools at the end of Year 6 in preparation for high school.
- Pupils/students are aware of a key member of staff they can talk to who will listen to any concerns and act upon them if necessary.

Admissions Arrangements

Robert Clack School adheres to the London Borough of Barking and Dagenham's admission policy details of which can be found here:

<https://www.lbdd.gov.uk/residents/schools-and-learning/schooladmissions/introduction/>

Accessibility

Details of accessibility for SEND pupils can be found in our accessibility policy.

Complaints Procedure:

In the first instance, all complaints should be addressed to the SEN Manager, however if this is not appropriate or should the complainant be unhappy with the outcome then the School's usual complaints procedure should be followed, details of which can be found on the School's website:

<http://www.robertclack.co.uk/latest-documents/Parental-Complaints-Policy.pdf>

Appendix 1: Available Interventions

	Interventions available	
Wave 1 Quality First Teaching Available to all students	<ul style="list-style-type: none"> Curriculum modifications Differentiation and scaffolding Specified and targeted individual support for learning and health needs given in class by the teacher Collaborative approaches with the pastoral team Appropriate setting to support attainment and progress Exam concessions and arrangements for students to become their normal way of working in class (for example: providing a student with more time than others during a class assessment) Appropriate marking and feedback to support progress Tracking and measuring students' progress A clear referral process for early identification (Flow chart) Extra-curricular clubs Subject specific clubs and enrichment Interactive and engaging lessons Developing and building positive relationships 	
Wave 2 Focused and specific interventions for students who have been identified as requiring additional support	<ul style="list-style-type: none"> Subject specific targeted intervention to support academic progress Key worker allocation to EHCP students and students with SEN support who require extra monitoring and support Nurture unit intervention (The Hive) Thrive assessment and intervention Specialised, specific strategies communicated with all of the student's teachers Emotional regulation chart and strategies In class support from trained teaching assistants SEND monitoring West Ham mentor Vocational curriculum options at KS4 Advice and support for post 16 placements Career meetings at KS3 and KS4 Adapted equipment and resources, including: RNIB, Bookshare Adapted timetables Parent/Carer engagement questionnaires and information evenings A clear provision map to track interventions and their impact Exam access arrangements Student voice surveys Social Skills group Anger management group Emotional Literacy programme Units of Sound 	<ul style="list-style-type: none"> Wild Cats Project X CODE Speech Language and Communication Group Literacy and Numeracy mentoring Precision Teaching Life skills Behaviour Support plans Academic Actions plans Educational Support plans Lunchtime clubs to support homework and social skills Additional, literacy and English lessons Year 10 and 11 Metacognition and Exam Resilience intervention KS3 SEND Metacognitive Teaching and Learning strategy School Counsellor Family Engagement officer SEND strategy meetings Use of PECS Visual aids Workstations Visual timetables
Wave 3 Specialised support from external agencies	<ul style="list-style-type: none"> Educational Psychologist Child and Adolescent Mental Health Service (CAMHS) Early Health Assessment BDSIP – Advice and training Occupational Health External Specialist Advisors Education and Health Care Plan team at the Local Authority Speech and Language Therapist Behaviour therapist Top-Up funding application Rapid Response referral CAMHS Hot Clinic referral 	