



Special Educational Needs and Disabilities (SEND) Policy

Date of adoption: **01.05.17**

Date to be revised: **01.05.19**

Person responsible: **SENDCo**

Definition of Special Educational Needs and Disabilities

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEN Code of Practice (DoE. June 2014) as part of Children and Families Act 2014 says children and young people have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of children 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 children of the same age in schools within the area of the local authority; and
- c) Are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

The definition also includes children and young people who have SEN and a disability under the Equality Act 2010. This is where there is a "physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities".

Compliance

This policy complies with the statutory requirement laid out by the SEND code of practice 25 June 2014 and has been written with reference to the following guidance and documents:

- SEND Code of Practice July 2014.
- Special Educational Needs Information Regulations Sept 2014.
- Dyslexia Friendly School Policy
- SEND Transition Document.
- Rushcliffe Whole School Policy on Safeguarding and Child Protection.
- Statutory Guidance on Supporting Students with Medical Conditions April 2014.
- Equality Act 2010: Advice for schools DfE Feb 2013.
- Rushcliffe Accessibility Plan Feb 2013.
- Rushcliffe School Teaching and Learning Policy
- Rushcliffe School Orchard Centre Policy

Special Educational Needs and Disabilities (SEND) at Rushcliffe School

Rushcliffe School is an inclusive setting where all pupils are given the chance to Shine Brightly. We aim to ensure that SEND pupils' needs are met within a main stream setting. We value the abilities and talents of all our pupils and are committed to supporting every child as an individual.

In order to do this, SEND resources are distributed efficiently and fairly. This enables teaching staff to utilise resources of the learning support assistant.

It is important that a pupil's additional needs are identified. We have access to specialist assessors for specific learning difficulties and we follow up this support with regular communication to class teachers with regards to specific strategies that will benefit each individual pupil. We aim to ensure that all pupils have access to a suitable curriculum pathway that suits his/her specific needs and strengths. We guide and encourage our pupils to feel they have ownership over their choices and curriculum. It is for this reason that Pupil Voice is essential when considering personalised pathways and specific approaches to differentiation.

Communication between parents/carers, pupils and staff at Rushcliffe School is central to ensuring that all decisions made are in the best interests to ensure pupil success.

Rushcliffe School SEND objectives

- Identify when pupils may have special educational needs and offer guidance to teaching staff to inform individualised differentiation.
- Deploy SEND resources fairly and efficiently in order to make appropriate provision for pupils to access the curriculum fully.
- Ensure that there are strong communication links between parent/carers, pupils and staff at Rushcliffe School.
- Work closely with outside agencies when appropriate.
- Monitor and evaluate the progress of pupils with SEND to ensure that suitable interventions take place when needed.

SEND provision

Rushcliffe School recognises a range of special needs including:

- Cognitive and Learning Difficulties.
- General Learning Difficulties.
- Specific Learning Difficulties.
- Behavioural, Emotional and Social Difficulties.
- Communication and Interactive Difficulties.
- Speech and language difficulties.
- Autistic Spectrum disorder.
- Sensory and Physical Difficulties.
- Hearing Impairment.
- Visual Impairment.
- Physical and Medical Difficulties.

The school has a range of specialist SEND facilities in place, these include;

- Dyslexia Friendly Practices. See Dyslexia Friendly Award (See Appendix A).
- Access to ICT and Technology to support pupils with Specific Learning Needs.

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- Appropriate curriculum options available to pupils at all key stages.

School roles and responsibilities

Role of the Governors

The Governing body, in co-operation with the Head Teacher and the SENCO, determines the school's SEND policy and approach to provision for children with SEND. The governors oversee that the SENCO meets the needs of the pupils at Rushcliffe School. They have a responsibility to ensure that there is a fair and even distribution of resources and that all staff have appropriate quality teaching that includes in class differentiates.

Role of the Head Teacher

The Head Teacher has responsibility for overseeing the day-to-day management of SEND. This involves working closely with the SENCO to understand the provision available for pupils with SEND, ensuring that the governing body are kept fully informed and supporting the faculty with resources and staff training.

Role of Teacher SENCO

The Teacher SENCO has a responsibility to ensure strategic policy and practice at Rushcliffe School reflects SEND issues in order to enable pupils to make progress. The SENCO also manages and leads the day to day running of the SEND faculty.

The staffing structure for SEND

The detailed structure of the department can be found in Appendix C.

The SENCO for Rushcliffe School is Mrs S. Clark (Teacher SENCO) who ensures that the SEN Code of practice is adhered to. Mrs S. Clark is Head of Faculty.

Arrangements for co-ordinating SEND provision

The SENCO and Assistant SENCO will hold details of all pupils with SEN including records, past IEPs and subject targets for individual pupils with SEN.

All staff can access useful documents on the school intranet/SIMS such as:

- Rushcliffe SEND Policy.
- Dyslexia policy.
- A copy of the full SEN register, SEN monitoring list, dyslexia register and lists of pupil who receive Exams Access Arrangements.
- Information on individual pupils' special educational needs, including action plans set during parent/carer meetings, pupil voice comments and other pupil profiles.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.

Identifying Special Educational Needs: a graduated response.

Pupils are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching (SEN Code of Practice 2014).

Each pupil is an individual, therefore there must be a specific pathways for identification of needs. We do not aim to categorise pupils, instead we endeavour to understand the intecacies of each pupil and how their learning needs develop through their secondary education. However there is a basic structure (Assess, Plan, Do, and Review) that we will follow which is identified by the SEN Code of Practice June 2014. Details of our procedure can be found in Appendix D.

Referral for Education Health and Care Plan

If a pupil has lifelong or significant difficulties they may undergo a Statutory Assessment Process which can be requested by the school or by the parent/carer. This will occur where the complexity of need or lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning and identifying resources, is required.

The decision to make a referral for an EHC Plan can be at a SEN review meeting. Information about Education Health and Care Plans can be found in Appendix E.

Partnership with Parent/carers

Rushcliffe School recognises that a pupil's progress will be diminished if their parents/carers are not seen as partners in the educational process. It is recognised that parent/carers have unique knowledge and information to impart about their children. We encourage parent/carers to be fully involved in their child's education and we take their views into account. Parent/carers are invited to reviews and we aim to offer needs specific workshops for parent/carers in order to further strengthen the support network for the pupils.

Supporting the Transition of Special Educational Needs pupils

Periods of transition for pupils with SEND can be very stressful and challenging for them. Therefore Rushcliffe School ensure that each pupil has an individualised program of support which aims to enable them to reach their academic potential and prepare for their future economic wellbeing and careers. For further details on strategies used to support differentiation at Rushcliffe School, see Appendix F.

Exams Access Arrangements (EAA)

If there is a concern that a pupil has a need which is impacting on their ability to complete exams at the same speed as their peers or in line with predictions and expectations, we will refer to a specialist assessor in order to see if they qualify for EAA.

The SENCO has a responsibility to ensure that all Joint Council of Qualifications (JCQ) regulations are met in full. This means that those that are entitled to support in examinations must receive it in all assessments. It must be their 'normal way of working'. It is also the SENCO's responsibility to ensure that teaching staff are evidencing this need in regular assessments.

Assessments for exams are as follows:

- GCSE – end of Year 9 or the start of Year 10.
- A Level – start of Year 12.

Special Educational Needs Register

Managing Pupils Needs on the SEN register

- Teachers are regularly informed about pupils with special educational needs and how best to support them.
- Practical advice and information is shared to enhance the learning of SEN pupils in lessons.
- The level of provision offered to each pupil will depend on their needs at the time. We aim to deploy our resources fairly and efficiently.
- Early Help Assessment Form is available if a pupil is at a crisis point. The purpose of this form is to access external agencies in order to support a pupil in need. This process can be started and managed by an educational, medical or social professional. It is an inter-agency approach. Through the school inclusion meeting other referrals for wider help can be made.

The SEN Register

The SEN register exists at 4 levels: Education, Health and Care Plan (EHCP); K- SEN support; M – Monitoring low level; D-Dyslexia.

Allocation of Resources and Specialist SEN Provision

Rushcliffe school aim to distribute resources fairly and efficiently. See Appendix G for how funding is received.

SEND In-House Training for staff

There is an on-going programme of staff training in special educational needs co-ordinated by the SENCO for both teachers and LSA's. Training is both in-house and external using specialist providers. It is also regular.

Ensuring Access to a balanced and broad curriculum

Rushcliffe School supports SEND pupils to achieve their potential via a curriculum pathway which best meets the pupil's needs, aspirations and desires within a mainstream school.

Reviews of the appropriateness of the curriculum take place and where necessary adaptations may be made.

In order to ensure that pupils have access to a broad and balanced curriculum that meets the needs of pupils with SEND, the school utilises a number of strategies. Such as:

- Literacy support with the Literacy Intervention Worker.
- A range of vocational subjects.
- Supervised study.

Rushcliffe School will always aim for pupils to work towards GCSE qualifications at some level. However, we offer pathways where appropriate. These are discussed in conjunction with the SENCO, Senior Leadership Team, parent/carers, pupils and teaching staff.

External agency links to support pupils with SEND

The school works in partnership with a range of specialist support services:

- The Pupil Welfare Officer and the School Counsellor provides emotional support to named pupils.
- Inclusion Support Service specialist teachers offer support and advice to the school, assess needs of referred pupils and provides appropriate training.
- Visual/Hearing/Physical Needs Support Services offer support and advice to pupils with physical disabilities, hearing or visual impairment and to the staff who teach them.
- The Educational Psychologist offers support and advice to the school and parent/carers on how to make progress with specific pupils. They oversee the statement process.
- Parent/carer Partnership Group works with parent/carers offering advice and support especially about the issuing of statements.
- Impartial careers advice is available for transition planning.
- Attendance officer can be referred to if there are concerns about attendance.
- Social Care referrals.
- Child and Adolescent Mental Health Services (CAMHS) offers supports for referred pupils who have emotional health difficulties
- The Orchard Centre at Rushcliffe School

Links with Other Mainstream Schools

Links between mainstream schools are maintained in a number of ways, these include:

- Family SENCO meeting which takes place once per term.
- Attending year 6 (or earlier) pupils' reviews.
- Visiting primary schools to gather information about the incoming year 7.

Monitoring and Evaluation of SEND

It is important to ensure that the support that we offer at Rushcliffe School is consistently outstanding. In order to do this, there is a quality assurance structure in place. This involves:

- SLT and SENCO visits to faculties in order to assess the quality of support in specific subject areas.
- SLT and SENCO observations of classroom support.
- SENCO observations of small group support.
- Use of Parent/carer Voice, Pupil Voice as well as canvassing views of teaching staff in order to establish the quality of communication and support offered.
- SEN pupil monitoring. This will be in the form of data analysis from Head of Faculty, Heads of Year, attendance statistics and Senior Leadership Team overview of SEND progress.
- The outcomes of monitoring and evaluation of the SEN department will be used to inform the Faculty Improvement Plan and appraisal targets.

Storing and Managing information

All SEN documents are stored confidentially and securely in the SEN office. All other documents are stored in the Pupil Support unit. Documents of Pupils who have left Rushcliffe School or who have been removed from the SEN register are stored securely in the Archive Room for DOB+25 years. All confidential files are stored either at Rushcliffe School or the Country Archive for DOB+70years.

Support given to ensure pupils with SEND engage with other pupils

Rushcliffe School is committed to the principle of inclusion for all pupils, including those with special educational needs. All pupils have the opportunity to join any school activity including extra - curricular activities. The learning support department is open to all pupils before and after school pupils with SEND are encouraged to take part in the school day. Activities available to SEND pupils include homework club, bakery club, trips and excursions.

Accessibility and Admissions Arrangements

See the School Accessibility Plan Nov 2015. The school has a Disability Access Plan based on the disability Code of Practice (2002). This ensures all new builds take into account the need for disability access.

See the Admissions Policy. The admissions arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN, those with EHCplan and those without.

Complaints procedures

Complaints about SEN provision within the school will be investigated initially by the Teacher SENCO who will report back to the complainant. If the complaint is not resolved, it will be considered by the Deputy head Teacher with direct line management of the Teacher SENCO, the Headteacher or the Governor with

responsibility for SEN. Should the case remain unresolved it will be transferred to the normal school complaints procedure.

A complaint made will be addressed within 5 working days.

Evaluating Success of the SEND Policy

The SENCO will be responsible for co-ordinating an annual review of the success of the policy. This will consider to what extent the policy objectives have been met; feedback may be sought from staff, pupils, parent/carers/carers and external support agencies used by the school. A summary of the review and its findings will be given in the annual Governors' report to parent/carers.

Practice will be deemed successful if we see pupils gaining confidence, self-esteem and making progress.

Useful Websites and Resources

SEND code of practice 2014.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

SEND Guide for Parent/carers and Carers 2014.

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Nottinghamshire City Council SEN service

<http://www.nottinghamcity.gov.uk/article/22025/Special-Educational-Needs-SEN-Service>

Appendix A – Dyslexia Friendly Report



Dyslexia Friendly Schools Quality Mark Initiative

VERIFICATION VISIT REPORT

Name of School Rushcliffe School

Date of Visit: 7th July 2014

Introduction

The verification visit took place as arranged on Monday 7th July 2014. The Dyslexia Friendly Standards' document had been completed and final scores calculated prior to the visit.

Developing	Established	Enhancing
0	23	0

Verification Criteria: 1.3, 1.4, 1.7, 1.8, 2.3, 2.5, 2.6, 3.2, 4.1, 4.2.

Information

Rushcliffe School is larger than the average-sized secondary school. The proportion of disabled students and those who have special educational needs who are supported at school action is below average. The proportion of students supported at school action plus or with a statement of special educational needs is well-below average.

The school converted to become an academy in August 2012.

The key findings of the latest Ofsted report included:-

- It is an outstanding school; achievement of pupils, quality of teaching, behaviour and safety of pupils, leadership and management are all deemed 'outstanding'.
- Students of all abilities and groups, including those eligible for pupil premium funding, disabled students and those who have special educational needs, make outstanding progress throughout the school.
- The school provides a safe, supportive environment in which students thrive
- The governing body's excellent knowledge of the school, including the quality of teaching and students' achievement and governors' tenacity in questioning its work, are significant factors in the school's success.

(Information taken from the school's OFSTED report February 2014)

The school's vision statement includes – *"Giving everyone the chance to shine brightly."*

Standard One: Leadership and management

Criteria 1.3

It was evident in the planning documentation of all staff that they are promoting dyslexia friendly practice to meet the needs of pupils.

Activities are carefully thought out and the use of different learning styles for teaching and learning is evident and part of daily practice. Teachers use the "Rushcliffe 5 Minute Lesson Plan" which clearly and succinctly identifies 'the big picture', success criteria for the lesson, how the teacher will engage pupils, how learning is checked. In addition the designated boxes for 'differentiation' and how the lesson is 'linked to literacy/numeracy' are constant reminders to staff to promote dyslexia friendly practice to meet the needs of pupils.

Lesson observation forms make explicit reference to the needs of pupils with SEND. I read lesson observations by middle management leaders and SLT which showed that all teachers understand their role in identifying and meeting needs of pupils with SEND and dyslexia. I saw evidence of a 'Dyslexia Friendly Classroom Helpsheet' which is circulated to all staff and offers reminder tips in terms of 'Practical Considerations', '@teaching and Learning', 'Powerpoints and worksheets'. The school's 'open classroom timetable' provides staff with the opportunity to drop in to view best practise in differentiated learning.

A further example of promoting dyslexia friendly practice is through the use of individual postcards to teachers; these provide a visual checklist to the teacher of the particular pupil's needs which include "think about where I'm sitting ... don't talk over. I need thinking time ... keywords in key places ... check my dyslexia review on the intranet."

Criteria moved from established to enhancing

Criteria 1.4

School governors and parents are involved and understand the role they can play in promoting dyslexia friendly practice. Evidence can be found that these groups have participated in training.

School governors and parents are kept up to date with the developments of the Dyslexia Friendly Schools Initiative. OFSTED commented that the governing body has "a detailed and comprehensive knowledge of the school, including of teaching." (2014) Governors have attended a training event on the initiative, so understand the role they can play in promoting dyslexia friendly practice. A member of the SLT presented the policy, highlighting issues to Governors during a pupils and personnel meeting. Regular feedback is given at governor meetings and through the head teacher's reports.

School has a good relationship with parents. All parents of pupils with SEND have been written to about the homework support available; this is also available on the school website. Parents have completed questionnaires about the dyslexia provision within school. A parental leaflet has been designed to distribute to new parents in Year 7 from September 2014.

During my time at school, I met with parents who were aware of the work school are doing to attain dyslexia friendly status. They also commented favourably on Dyslexia workshops specifically for parents, 'Supporting your dyslexic child at home' and 'How to Access Support for Dyslexia at University'. Both of these workshops are now calendared events.

Criteria confirmed as established

Criteria 1.7

Data is available to reveal the impact of dyslexia friendly practice.

School have a wealth of data that is used to inform teaching and learning which indicates pupils' progress. During my visit I met with Sarah Morgan, Deputy Senco and Korenza Franklin, literacy coordinator. They explained that data is monitored for each year group at each collection point by the SENCO for all pupils with dyslexia; this helps to establish where intervention needs to be put in place by either the SEND department or teacher. Meetings between the literacy co-ordinator and Deputy SENCO examine discrepancies in data i.e. CATs data in comparison to reading and screening tests as well as Key Stage 2 data. Raise Online demonstrates value added progress for pupils with dyslexia. Parent questionnaires for dyslexia and feedback during recent inspection indicate that generally satisfaction levels are good, particularly in recent years. School carries its own assessment for specific learning needs. Parents can also make requests.

Criteria confirmed as established.

Criteria 1.8

Provide evidence that resources are allocated to ensure effective implementation of the initiative, linking targeted resources to measurable outcomes.

Provision mapping shows how resources have effectively been allocated to support pupils with dyslexia. Time has been put aside to developing different criteria/standards e.g. training, interviewing pupils, progress meetings etc. The school has had the dyslexia friendly schools initiative on their agenda for some time now and has given time and resources to developing it and also other projects which link well to it. The literacy co-ordinator works with and tracks pupils with dyslexia. A TA with teaching qualification also supports pupils to improve literacy difficulties. The tracking of intervention can be seen on provision map. Pupils withdrawn from languages in key stage 3 are tracked. A mentor for Sixth Formers is employed to support post 16 pupils and pupils with SEND and dyslexia are their target group amongst others. Pupils progress is monitored to look at impact of support. The inclusion group meets regularly to review pupil well being and target resources to ensure outcomes for all pupils including those with dyslexia and behaviour issues; intervention is discussed and implemented.

The literacy course "Learning Links" is timetabled for all Year 7 pupils and the 6 units are taught in their tutor groups; level 3 pupils are withdrawn to be taught the course in small groups. Similar topic based learning is provided in Years 8 and 9.

I met with Kathryn who has responsibility for the Learning Resource Centre. She showed me the dyslexia friendly resources readily available in the Centre which included coloured overlays, a large selection of 'Quick Reads' by Barrington Stoke and 'Accelerated Readers'. She encourages the pupils to bring kindles into school particularly for the fortnightly timetabled reading sessions for years 7 and 8; the completion of the reading for enjoyment booklet is linked to an award scheme.

Standard Two: Quality of Learning

Criteria 2.3

Evidence of programmes of learning.

There are clearly defined classroom based intervention and support strategies in place for learners with dyslexia. These are evidenced in the planning documentation including provision mapping, lesson observation notes by the leadership team and seen in practice during my tour of the school.

Interventions to support pupils are based on ensuring that they achieve beyond target grades. Differentiated lesson plans, mentoring support and classroom support by TAs are all examples of interventions where high challenges are set for pupils.

Pen portraits based on pupil voice as well as learning needs are available to all staff. These have been reviewed with pupils to gather evidence if they are being used to support planning in the classroom.

The school works hard to ensure that pupil groupings are appropriate to the needs of pupils. There is a mixture of mixed ability and setting used. Lower sets are supported with additional staff. Teachers are held accountable for results and pupils are set high expectations to achieve.

The deputy SENCo ensures that pupils requiring additional support for tests in Key Stage 3 such as reader, scribe, extra time, are given these. This ensures that pupils are given a fair chance to succeed in the end of year tests which determine setting. Heads of Faculty have a good understanding of SEND issues as they work closely with the Deputy SENCo which ensures pupils are placed into groupings effectively.

Criteria confirmed as established.

Criteria 2.5

Evidence that teachers use methods which enable pupils with dyslexia to learn effectively by recognising their different learning styles and provide differentiated approach to homework.

Multisensory and differentiated teaching was evident in the lessons I observed which included Science, French, English and Literacy Support lessons. Powerpoint slides were clear, adopted a dyslexia friendly font and a buff coloured background and the 'process' words were highlighted in bold. I was particularly impressed with the cleanliness of the whiteboards in the school which are professionally cleaned on a regular basis. Collaborative learning was encouraged in lessons and assistive technology was used by some of the dyslexic pupils to record their information. All teachers have a collection of coloured overlays available for pupils.

Pupil voice has enabled teachers to have a clear view of how to differentiate for each pupil. The review of the pupil voice indicates that teachers have used the pen portraits to inform their teaching.

School recognise that learners with dyslexia may require differentiated homework. There are a variety of homeworks provided to support learning. This includes the use of real homework, project based homework that encourages a number of different ways of completing homework. During my discussions with pupils from years 7 to 12, the following comments were made in relation to how staff differentiated work for them; "providing helpsheets to help me get started ... let me use mindmaps which helps me to organise my thoughts and summarise my ideas ... my teacher gives us the homework halfway through the lesson so we don't have to rush to get it down ... one teacher lists the homework on a separate sheet which is given to everyone ... the teacher puts the template onto my memory stick and this helps me to get started."

Teachers have been issued with guidance on homework to support pupils as a direct result of pupil voice and the views of TAs. This includes ensuring homework sheets are given.

As previously stated in 1.4, all parents have been notified about homework by letter. This includes when homework support is available after school, and also key ICT logins for subject areas so support can be given at home.

Criteria confirmed as established

Criteria 2.6

Evidence that the school is ensuring the following:

- *Marking and assessment policy – assessed on knowledge ... identifies development/improvement points*
- *Procedures for smooth transition through school*
- *Management of reasonable examination adjustments*

The marking and homework policy are currently under review however the current policy states that marking is 'for success' and points for improvement are required rather than emphasis on spelling.

The SENCo has met with Heads of Faculties who are also developing a faculty based marking policy to ensure SEND and dyslexia are at the heart of their practice. Evidence can already be seen in policy drafts which state the importance of marking pupils with SEND homework before others to ensure quality feedback. The Deputy SENCo works very closely with all feeder primary schools to ensure there is a smooth transition into Rushcliffe school and at each key stage transition. She also meets with newly qualified teachers to work through the Inclusion Tab within the database to ensure the staff are fully informed.

The Deputy SENCo works very closely with the exams team to manage adjustments for exams effectively. Information is given for pupils in Years 7 and 8 to ensure their needs are met for tests. This guidance is available on the school SIMs system for teachers to access. Early identification has meant that pupils have a normal way of working to ensure exam dispensations are given.

Criteria confirmed as established.

Standard Three: Creating a climate for learning

Criteria 3.2

Evidence of adapted classroom organisation and adaptive practices is found.

- Use of key words on walls
- Clearly labelled resources
- Faculty resources such as overlays and reading rulers
- Use of buff and coloured paper
- Relevant fonts, e-readers, buddy support and pair work
- Laptops available in Learning Support department
- Working walls in all classrooms

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- White boards which are professionally cleaned on a regular basis

During the visit a tour of the school was undertaken, throughout which it became clear that differentiation, already seen in planning, was happening in the classrooms. Pupils are supported in class in a number of ways – classroom displays, positioning/seating of pupils in class, PowerPoints and interactive whiteboards using appropriate colours and fonts, different groupings, buddy support, access to equipment/ICT.

I was able to speak with a number of pupils who talked about how they were supported. One pupil spoke about how the teachers give you handouts and help you to structure your work. Others spoke about other ways that they are supported – support of SAs, access arrangements in exams, careers support, 1:1 support, support from interventions and homework support.

School are keen to develop ways to support learners and are very open to suggestions from outside agencies.

Criteria confirmed as established

Standard Four: Partnerships and liaisons

Criteria 4.1

Provide evidence that parents are aware of, and have confidence in, arrangements to meet the special educational needs of their children including effective communication regarding dyslexia friendly schools, reference to Code of Practice, school systems for keeping parents informed and vice versa, promoting on-going working partnerships with parents.

Communication exists in a number of forms; website, parents meetings and training events. Parents are given a leaflet on dyslexia on arrival. They are notified when testing and assessments are carried out. Parents have had input into the dyslexia policy which is available on the website. Parents have been given questionnaires.

The school has a number of opportunities to keep parents informed. The Deputy SENCo and SENCo are available at Parents Evenings and option evenings to raise concerns.

Parent referral form is available on the website.

As a result of parental questionnaires and raising awareness the SENCo has met with parents to ensure practices in school meet the needs of pupils when they have expressed concerns. Mentoring support is in place for pupils with dyslexia at all key stages.

Pupil voice and working with TAs has enabled us to implement a homework strategy. All parents have been written to about the homework club and given useful websites and passwords to enable them to support learning at home.

During my visit I met with some parents whose children attend the school. The parents made positive comments including:-

"staff are approachable and supportive"

"I am very happy with the relationship I've got with the school"

"we have regular communication with school."

"I am aware of the strategies/resources that I can access on the school website"

"Moodle is useful in keeping me, as a parent, informed of the homework"

"I found the Dyslexia workshop for parents helpful"

"Assemblies on dyslexia across the school were a good idea"

Criteria confirmed as established

Criteria 4.2

Demonstrate working in partnership with pupils.

Eatz assemblies and posters around school have raised profile of dyslexia.

Pupil voice on how they like to learn and reviews have ensured all pupils have had a voice and pen portraits as a result of these meetings have had impact on classroom practice. Thus pupils have informed practice.

Interviews asked pupils about their strengths and weaknesses and how they like to learn and resources they would like to use. Pastoral support is provided for pupils including mentoring for pupils with dyslexia and relevant services and intervention strategies.

Assemblies and posters promote dyslexia and the Rushcliffe way and core values focus on positive behaviour. The school moto is well known to pupils and emphasis is the ability for 'all to shine brightly'

Sixth form are used to provide peer mentoring in lower school and students have been supported in the inclusion unit by sixth formers as well being ambassadors, which amongst many other things, have been the voice for pupils about post 16 learning in each subject area.

Criteria confirmed as established

Conclusion

The evidence provided confirms criteria as established in categories 1.4, 1.7, 1.8, 2.3, 2.5, 2.6, 3.2, 4.1, 4.2. Criteria 1.3 has been moved from established to enhanced.

The final scores after verification are:

Developing	Established	Enhanced
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7

0	22	1
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As a result of the verification process, the school's final score on the 'Dyslexia Friendly Standards' document confirms that Rushcliffe School, has achieved 'Dyslexia Friendly School' status.

I thoroughly enjoyed my time at Rushcliffe School and was made very welcome by staff, pupils and parents. School are very open to ideas to support them in the work that they do with all pupils. There was a general buzz around school and pupils appeared happy and busily involved in their learning. The school offers lots of opportunities for pupils to demonstrate their strengths. During my time with parents/carers and pupils at the school, I heard very positive comments.

Recommendation

I am happy to recommend that Rushcliffe School be awarded the status of 'Dyslexia Friendly School' and I enclose a certificate to mark this achievement. The logo will be forwarded (electronically) for incorporation in school stationery etc. should you so wish.

School has embraced the use of technology at school and encourages the use of laptops and kindles; this is an excellent example of dyslexia friendly practice.

The parents I spoke to are delighted with the school's developments regarding Moodle and are keen to further support their children at home. The use of Assistive Technology might be further enhanced by incorporating specialist software such as Text to Speech and Speech to Text which is likely to benefit many dyslexics in terms of their literacy skills. 'Texthelp Read and Write' and 'Dragon Naturally Speaking' are software packages to consider which are used extensively by dyslexic students in Higher Education. The former, a screen reader, may be worth considering for the LRC. In addition, mindmapping software such as 'Inspiration' or 'Mind Genius' may be beneficial for many dyslexics to assist them in organising and structuring their thoughts.

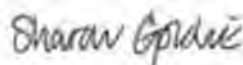
I would recommend that staff continue to review and reinforce their knowledge of dyslexia and resources such as the Literacy and Dyslexia-SpLD Professional Development Framework can help to do this. This is a free online tool, funded by DfE in conjunction with The Dyslexia/SpLD Trust and created in partnership with PATOSS and Dyslexia Action, it provides a portal to access resources, a personalised needs analysis with tailor-made report including a wide range of resources and covers 6 key strands of essential expertise. This site includes lots of training activities useful for INSETs. The framework can be accessed via The Dyslexia-SpLD Trust website, via 'Resources'; <http://framework.thedyslexia-spldtrust.org.uk/>. The 'Framework User's Guide' contains additional information to support the practitioner and is available to download from this portal.

A special thanks to the teachers and who kindly let me observe their lessons. A particular mention must be given to Shrutee and Kate for their fantastic efforts in promoting and coordinating the work regarding Dyslexia Friendly Status.

Well done to everyone at Rushcliffe School. Keep up the good work!

Name of Verifier: Sharon Goldie

Signature of Verifier

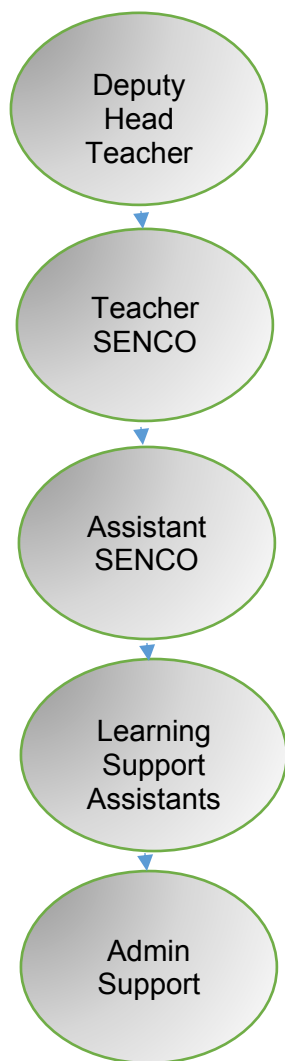


Date: 20th August 2014

Appendix B – Roles and Responsibilities

- Whole School Coordination eg teaching, learning and quality assurance of SEN provision
- Strategic Planning – overseeing and coordinating SEN resources and provision including intervention and policies. (SEN or others in relation to SEN)
- Managing Funding – ensuring monies are available and allocated to maximise provisions for pupils with SEN.
- Monitoring and Evaluation – monitor the schools SEN policy and practice.
- Managing and Training Staff – to ensure training is available to support a better and clearer understanding of pupils with SEND.

Appendix C – Structure of the SEND faculty



Appendix D – A graduated response

When a need is identified, it is always the responsibility of the class teacher (with support from the SEND faculty) to offer high quality teaching and individualised differentiation to meet the needs of that pupil. Rushcliffe School regularly reviews the quality of teaching. Pupils that are at risk of underachieving are tracked closely both by subject faculties and the SENCO. If this intervention does not have a big enough impact, the SENCO will follow a Graduated Response.

Assess

The SENCO will work closely with the parents/carers, pupils, pastoral and teaching staff to gather information about any learning needs for the pupil in question. If appropriate, support will be put in place to support the learning of the pupil and reviewed regularly. If there is no improvement, the SENCO may choose to access specialist assessors or other professionals outside of our setting.

Plan

If it is decided to offer SEN support to a pupil, their parents/carers will be notified.

When planning for appropriate support, it is important that all relevant parties (pupil, parents/carers, SENCO and outside agencies) agree on the desired outcomes for the support. A pupil's view on their support will always be taken into account. At this stage, the SENCO and Assistant SENCO may introduce a Pupil Profile.

Do

A subject teacher is always responsible for the education and progress of a pupil with SEND on a day to day basis. This will be supported with the expertise of the Learning Support Department

Review

Reviews will always take place in line with a date agreed at the planning stage of the process. The SENCO and Assistant SENCO will evaluate the quality of the provision and its impact on a pupil's development. This may involve reviewing a Pupil profile which would directly involve the pupils and the parents/carers.

Appendix E – Education, Health and Care Plans

The application for the Education, Health and Care Plans will combine information from a variety of sources including

- Parent/carers
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC plan. Parent/carers have a right to appeal against a decision not to initiate a statutory assessment leading to an EHC plan

For further information about EHC Plans see www.nottinghamshire.sendlocaloffer.org.uk

Or by speaking to an Education, Health and Care Plan Co-ordinator on
0115 804 1275

Or by contacting Ask Us Nottinghamshire on:
0115 804 1740 or enquiries@askusnotts.org.uk

Education, Health and Care Plans (EHC Plan)

Following Statutory assessment, an EHC Plan may be provided by Nottinghamshire County Council. The school and the child's parent/carers will be involved in developing the plan

Parent/carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once an EHC Plan has been completed and agreed, it will be reviewed at least annually by staff, parent/carers and the pupils. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put into place, for example, reducing or increasing levels of support.

Appendix F – Transition

KS2/3

Assistant SENCO attend primary school reviews where possible. This builds a relationship with the primary school and enables Rushcliffe School to ensure that all staff have appropriate knowledge and training for any future pupils. Parental input is vital when determining a program of support for SEND transition. Pupils will be offered a range of strategies to help their transition. These may include additional visits to Rushcliffe School and outreach support from Rushcliffe SEN staff.

KS3/4

We are committed to ensuring that each pupil at Rushcliffe identifies the most appropriate curriculum pathway for their needs, strengths and future aspirations. With that in mind, an individualised Bright Day is offered to pupils who may choose different options for KS4 qualifications. Parents/carers are also offered an opportunity to be part of the decision process.

KS4/5

When preparing pupils for post 16, it is important that they are made aware of any options available to them. If they chose to continue their education at Rushcliffe School, the SENCO will work closely with the Assistant Head Teacher responsible for sixth form to ensure that pupils make appropriate decisions about A Level subjects according to their needs and offer support in post 16 education.

To support pupils following non A Level pathways, the SEND department will work closely with the pupils and their parents/carers to consider potential options. If appropriate, a LSA will accompany a pupil on a visit to a post 16 education provider and work closely with their SEND department in order to ensure that the transition will be successful.

KS5/Further Education

The transition into University or other further education providers can be the most challenging period of transition for pupils with SEND. With that in mind, the SEND department and Head of 6th form will work closely with the pupil support services of any relevant institution in order to support a smooth transition. This may involve supporting a pupil with making informed choices collaboratively with parents/carers.

Appendix G – Funding

Funding is based on pupils meeting a specific criteria. Therefore some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Local Authority.

For those with most complex needs, additional funding is retained by the local authority. The Family SENCo will refer individual applications to a multi- agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

Funding for SEN provision is provided directly to the school through the Nottinghamshire Education Committee's formula. The key elements are:

- The overall "Age-Weighted Pupil Unit" (AWPU)
- Additional School Needs (ASN)
- Additional Family Funding (AFN)
- High Level Needs Funding (HLN)

Funding is allocated after family moderation meetings annually.

The resources of the support faculty include:

- Support staff
- Specialist equipment
- External support agencies including Visual Impairment Service, Hearing Impairment Service, Inclusion Support Service and Educational Psychologist, Autism Team and Community Paediatrician

Rushcliffe School have members of staff who specialise in specific SEN needs. As a result, there is a lot of in-house expertise which supports whole staff development. LSAs have gained their knowledge by attending courses that have been appropriate to their specific roles. Rushcliffe School are committed to whole staff development.