



Runnymede College Senior School Special Educational Needs Policy

Definition of SEN:

According to the code of Practice and JCQ regulations, a child is considered to have special educational needs if he or she has learning needs which call for special educational provision to be made for him or her.

At Runnymede, a student is considered to have special educational needs if they have:

- Been previously diagnosed as having a learning difficulty which is interfering with their academic progress.
- A significantly greater difficulty in learning (and communicating) than the majority of children of the same age.
- A disability which prevents/hinders them from making use of regular educational facilities provided for children of the same age.
- Exceptional ability in one or more areas (Gifted and Talented).
- An emotional difficulty that affects, for example, motivation or self-esteem.
- Shown limited proficiency in home language(s) and/or language(s) of instruction.
- Displayed serious attention seeking and disruptive behaviour.

Aims of the SEN policy:

- To create an environment that meets the SEN of each pupil
- To ensure that the SEN of each pupil is assessed and provided for
- To identify the roles and responsibilities of staff in providing for pupils' SEN
- To support subject teachers in the teaching of pupils with SEN in their classes by providing information, strategies, resources and training where required
- To enable all pupils to have full access to the school curriculum whatever their ability and SEN needs
- To include parents in supporting their child's education
- To ensure that our pupils have a voice in this process
- To share with staff, parents and students the outcome of the provision made for pupils with SEN
- To outline the role of outside professionals in achieving the aims of this policy
- To provide, as far as practicable and have regard to the resources available, a level and quality of education appropriate to the needs and abilities of all students

SEN Department Runnymede Senior School:

The SEN department is currently made up of the following members.

- School Psychologist
- Key Stage 3 SENCO
- Key Stage 4 & 5 SENCO
- Junior School SENCO - (to be appointed)

The Key Stage 4&5 SENCO works in liaison with the Exams Officer and all members of the SEN department also liaise with the School Nurse, Form Tutors, Heads of Key Stage, Management, Safe Guarding Leads, School Administration and teachers in general.

Procedures - SEN identification and access arrangements:

Students new to the Senior School

Parents of students that are new into the Senior School will have signed the SEN letter on acceptance into the school. In that letter they will be asked to tick a box to show whether or not their child has SEN and then be asked to provide details of any SEN provision in previous schools. If a new student into the school does have SEN then the SENCOs will be informed by school administration and the SENCOs will get in touch with parents and coordinate SEN provision in school.

Students in Runnymede College:

Junior School SEN

Some SEN students enter Year 7 having already been identified as SEN by Junior School teachers, the School Psychologist and Junior School SENCO.

This decision will have been based on initial screenings and a lengthy SEN identification process in the Junior School. SEN students already on the register will be identified to Senior School teachers and SENCOs at the Year 6 to 7 handover meeting and through individual meetings between the SENCOs, School Psychologist and Junior School teachers.

Senior School SENCOs have access to the Junior School SEN database where further information can be obtained.

Identification of SEN in the Senior School

If a teacher has concerns about a particular student in the Senior School then that teacher will fill in a *SEN Referral Form* which will be passed onto the SENCO for that particular Key Stage.

The SENCO will then liaise between the teacher, student, form tutor and parents to deem whether testing or referral to an educational psychologist, neurologist or other outside specialist is required.

If it is deemed appropriate that an outside specialist should be contacted then the parents will be provided with a list of *Officially Approved Assessment Assessors*. That student will then be placed on the SEN list as '*On the Radar*'.

The Assessment Assessor and the SENCOs will then jointly fill out the *Form 8* as required by JCQ and once testing is completed a full report/evidence will be provided to the SENCOs. That report will include the students SEN diagnosis, standardised scores for all testing, advised access arrangements for public exams and advice for the school and teachers. The reports will be filed away in a locked filing cabinet with access available for only SENCOs, the Exams Officer and those with specific permission.

The SENCOs will apply for access arrangements with the exam boards in liaison with the school Exams Officer and inform teachers of advice, teaching strategies and internal exam requirements.

Types of SEN:

Examples of learning difficulties are: Dyslexia, Dyspraxia, Dysgraphia, Dyscalculia, ADD and ADHD, Gifted and Talented as well as medical or emotional issues which also require access arrangements for internal and external exams and provision day-to-day in school.

Managing SEN day-to-day

Currently Runnymede College can provide the following access arrangements for our SEN students.

- Inclusion on the SEN register which all teaching staff have access to view through BOX
- Typing in class on their own laptop or school supplied iPad/keyboard
- Powerpoint presentations and teacher provided notes
- In-class support using the SENCO-provided advice available in BOX
- Coaching sessions from outside professionals during free periods, lunch times or after school
- A reduced curriculum if deemed necessary

Internal school exams

- 20% extra time
- Typing on a school-supplied word processor. The word processor is completely blank with no internet access (except for printing by the Exams Officer), no spell check or access to formula, diagrams, punctuation etc
- Enlarged type exam papers

Exam board requirements for public exams

Currently Runnymede College can provide the following access arrangements for public external exams, following the JCR regulations.

- 25% extra time
- Typing on a school-supplied word processor. The word processor is completely blank with no internet access (except for printing by the Exams Officer), no spell check or access to formula, diagrams, punctuation etc
- Enlarged type exam papers

GDPR:

The SEN department work within the strict guidelines of the European GDPR legislation.

Safeguarding:

The SEN department liaise closely with the Safeguarding Leads and Deputies in school and log any concerns through the *Safeguarding Referral Form*.