

Castle Rushen High School

SEND & Inclusion Policy & Guidance

Approved by: Helen Almond

Date: 2nd October 2024

Last reviewed on: 2nd October 2024

Next review due by: 2nd October 2025

Contents

1. Aims.....	2
2. Legislation and guidance.....	3
3. Definitions.....	4
4. Roles and responsibilities.....	4
5. SEN information report.....	6
6. Monitoring arrangements.....	10
7. Links with other policies and documents.....	10

1. Aims

Castle Rushen High School offers our students the opportunity for a broad education for broader horizons. The students' holistic curriculum journey is focused on fulfilment through academic progression, character enrichment and skill acquisition. This vision for the curriculum is underpinned by our inclusive ethos and the concept of 'head', 'heart' and 'hands'. We want our students to leave Castle Rushen High School as knowledgeable, compassionate and skilled young people ready to have a positive impact on society.

At Castle Rushen High School we are committed to preparing young people for exciting futures by:-

- Providing care, quality and opportunity
- Nurturing confidence, independence and ambition
- Celebrating achievement, effort and attributes

Our SEND policy and information report aims to:

- Set out how Castle Rushen High School will support and make provision for students with special educational needs and disabilities (SEND)
- Demonstrate how Castle Rushen High School will support concerns raised to investigate if a student may have a special educational need or disability.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Demonstrate the implementation of the Secondary Continuum of Learning
-

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report
- Manx Equality Act 2017 <https://www.gov.im/categories/working-in-the-isle-of-man/employment-rights/equality-act-2017/>
- This policy also complies with the Department for Education Sport and Culture
- CRHS Exam Access Policy

3. Definitions

Inclusion-related: Meaning all students, regardless of their ability, disabilities, or health care needs

Protected personal characteristics: Including age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Disability: An impairment that may be cognitive, developmental, intellectual, mental, physical, sensory or combination of these. It substantially affects a person's life activities and may be present from birth or occur during a person's lifetime.

Harassment: Unwelcome and inappropriate verbal or physical conduct, or coercive behaviour, where behaviour is known or reasonably ought to be known to be unwanted or welcome

Discrimination (Direct and Indirect): the unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age or sex.

A student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them in addition to the teaching strategies employed in the classroom.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Helen Almond and is supported by Principle Educational Support Officers, Ali Lamb and Laura Taylor. They can be contacted using the email crhsenquiries@sch.im

They will:

- Work with the Head Teacher to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN,
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support, in line with the secondary COLI
- Advise on the deployment of the school's designated funding and other resources to meet students' needs effectively
- Be the point of contact for external agencies
- Liaise with potential next, or prior, providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the Head Teacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act 2017 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The Head Teacher

The Headteacher will:

- Work with the SENDCO to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.3 Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any educational support assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

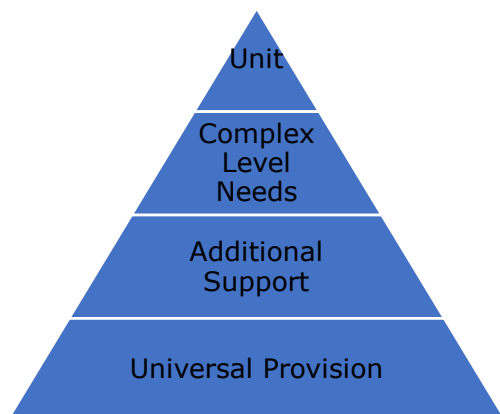
5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and Interaction, for example Social Communication or Speech, Language and Communication
- Cognition and Learning, for example, Literacy, Numeracy, Moderate Learning Difficulties, Complex Learning Difficulties
- Psychological Wellbeing
- Sensory, physical and medical needs, for example, visual impairments, hearing impairments, motor skills, physical and medical needs

In line with the Department for Education Sport and Culture, student needs are split into four areas:



This diagram is proportionally representative of the numbers of students who fall into each category.

Castle Rushen Specialist Provision Centre

Students who are in the Specialist Provision Centre are likely to have been in the Specialist Provision Centre at their primary provision. A separate process and set of criteria apply for students in the Specialist Provision Centre, in line with DESC policy. For more information, contact Castle Rushen's Specialist Provision Centre Manager Mrs. Makin:

crhsenquiries@sch.im

Complex Level Need

Complex Level Needs students are those students who require a high level of support in all areas of the curriculum, these students will access a highly personalised timetable. In order to be considered 'Complex Level Needs' a student needs to be referred to an external panel, who decide if a student meets the criteria laid out in the COLI. This can happen at any point in a student's career. A student may not always be considered as having 'Complex Level Needs', they may no longer require such intensive support.

Additional Needs

Students placed on the SEND register at Additional Support require further intervention or provision alongside their mainstream teaching. A student can be placed on the SEN register at ADS or ADSP by the school, although this should be done in conjunction with parents and the student.

Universal Offer

All students require Universal Provision. This is the high quality provision of education that Castle Rushen offer. The majority of student needs can be met through this, including through quality first teaching and learning, and the provision of universal services such as the Listening Service that are available to all our students. Occasionally, students may be classed as Record of Concern (ROC). This is where there may be a concern with no need for intervention and is used help monitor and raise awareness in particular instances.

5.2 Identifying students with SEND and assessing their needs

Castle Rushen High School will assess each student's current skills and levels of attainment on entry, which will build on previous settings and key stages, where appropriate.

Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment does not automatically mean a student has, or will be recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student, their parents and school staff. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

For students who may qualify for exam access arrangements, please see our school examination policy.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty

- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Student views are listened to

Notes of these early discussions will be added to the student's record and we will formally notify parents when it is decided that a student will receive additional support.

5.4 Assessing and reviewing students' progress towards outcomes

Castle Rushen will follow the graduated approach and the four-part cycle of **assess, plan, do, review** as laid out in the COLI.



The subject teachers will work with the SENDCO to carry out a clear analysis of the student's needs. This will draw on:

- The teachers' assessment and experience of the student
- Their previous progress, attainment and behaviour
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant
- Classroom observations

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

5.5 Supporting students moving between phases

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

For students moving to Castle Rushen from Year 6 to Year 7, an extremely careful transition is planned for all students. For students on the SEN register, the SENCos from both schools liaise to ensure that there is a more bespoke transition should this be necessary. Extra visits by students and/or parents can be arranged. Parents are also welcome to contact the school with any questions they may have. For students with complex needs, an Educational Psychologist may be involved.

If a student is moving on to Castle Rushen Sixth Form, or any other Further Education Provider, a planning meeting is set up with the Director of Sixth Form to address any needs, if required.

For students who may be joining us at another point in their school career, transition will be planned on an individual basis.

5.6 Our approach to teaching students with SEND

All classroom teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual students.

When required, the interventions we typically provide include:

- Lexia/ Accelerated Reader
- Numeracy work
- 1:1 or small group study groups
- AQA certificates
- Access to SC1 and SC4
- ASDAN lessons
- Social Skills
- Mentoring
- Key workers
- Life Skills

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Implementation of Individual Learning Plans.

5.8 Additional support for learning

As a school, Castle Rushen has a dedicated team in SC1 (skills Centre 1) and, should your child require it, they offer a personalised and supportive learning environment.

We also work with the following agencies to provide support for students with SEN:

- Educational Psychologist
- CAMHS
- Social Care
- Youth Justice Team
- Police Early Action Team
- CAMHS
- Hearing Impairment Team
- Visual Impairment Team
- The Children's Centre
- Ardwhallen

This is not an exhaustive list.

5.9 Securing equipment and facilities

Should a child require specialist equipment and facilities, the school will make the appropriate responses to the DESC.

5.10 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing students' individual progress towards their goals each term

- Reviewing the impact of interventions after 6 weeks
- Where timetables are modified, they are reviewed in line with the DESC policy.
- Monitoring by the SENCO
- Holding annual reviews for students with complex needs

5.11 Enabling students with SEND to engage in activities available to those in the school who do not have SEND

- Castle Rushen is an inclusive school. Staff have a wealth of knowledge and expertise.
- All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.
- All students are encouraged to go on our residential trips
- All students are encouraged to take part in sports day/school plays/special workshops, etc.
- No student is ever excluded from taking part in these activities because of their SEN or disability.
- Admission of disabled students follow the same process as non-disabled students.
- Training is delivered to ensure staff are equipped with the knowledge to deal with a range of SEND needs and issues.

5.12 Support for improving emotional and social development

Castle Rushen seeks to improve the emotional and social development of all its students. For those with additional needs, we provide support for students to improve their emotional and social development in the following ways:

- Students with SEND are encouraged to be part of the School Council
- Pupils with SEND are also encouraged to attend SC1 for the lunchtime and break time, which is fully staffed.
- We have a zero tolerance approach to bullying, as per our Bullying policy.

5.14 Contact details for raising concerns

Concerns about SEND/inclusion provision in our school should be made to the SENCO in the first instance Mrs. Almond 01624 693500 or CRHSEnquiries@sch.im . If the concern is not resolved then a complaint should be made to the Headteacher Mr. Winstanley.

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Governing Body.

7. Links with other policies and documents

This policy links to our policies on:

- Behaviour Policy
- Safeguarding Policy
- Anti-bullying Policy
- DESC Guidance for Schools on the Administration of Medication and Medical Care
- Exam Access Policy