



**RAWLINS**  
A CHURCH OF ENGLAND ACADEMY

**Developing Trust, Inspiring Hope, Building Success, Shaping the Future**

# **Rawlins**

## **Special Educational Needs and Disability Policy**

Rawlins, a Church of England Academy has at its heart a distinctive Christian ethos. Based on our Christian foundation and values we seek to promote a culture of developing every person and therefore every school policy is written from this perspective. With a commitment to learning and maturing in the context of the school vision, we lay particular emphasis on the Christian values of compassion, wisdom and endurance for both individuals and as a school community.

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Approval By	Local Governing Committee
Review Frequency	Annual

## Special Educational Needs and Disability Policy

### 1. Aims and Objectives of this Policy

Rawlins is a Church of England Academy in Quorn. We serve a wide catchment area from Loughborough in the north to Rothley, in the South, including the surrounding villages of Mountsorrel, Swithland and Woodhouse Eaves. Based on our Christian foundation and values we seek to promote a culture of developing every person particularly through our core values our Compassion, Wisdom and Endurance. We seek to create an environment where every individual can ***make the most of every opportunity*** and develop their potential within an atmosphere of care and respect.

The Rawlins Special Educational Needs and Disabilities Policy aims to promote a consistency of approach to meeting children's Special Educational Needs to ensure that those needs are identified as quickly as possible and early action is taken.

At Rawlins we welcome students with special educational needs as part of our community. We strive to ensure that everyone has an equal opportunity to fully engage in the whole curriculum. Our objectives are:

- To identify students who have special educational needs and disabilities
- To ensure all students, whatever their special educational need or disability, receive appropriate educational provision
- To monitor students' progress and needs
- To provide a graduated approach to meeting student needs
- To work within the guidance provided in the SEND Code of Practice, 2015
- To provide support and advice for all staff working with special educational needs students
- To make clear the responsibilities of all staff in providing the expected level of support for students with SEND.

Alongside our mainstream provision Rawlins also has two special units (Skills for Learning) for students who have either specific Moderate Learning Difficulties (MLD) or Autism Spectrum Disorder (ASD). The unit is directly funded by the Local Authority and admissions to the units are determined by the Local Authority through the statutory assessment process. All students arrive at the provisions with an EHCP in place. All places are consulted through the Local Authority. Students accessing the Skills for Learning Unit are taught in small groups with LSA support. We follow the National Curriculum at KS3, which is delivered in a highly differentiated format to support the needs of our learners. At KS4 our learners follow a timetable that is designed to support Preparation for Adulthood whilst gaining a number of qualifications including GCSE and Entry Level. At KS5 we continue the journey of Preparation for Adulthood with an additional focus on Employability and life skills. Students have access to a range of interventions, therapies and activities to support outcomes as outlined in the EHCP. These are regularly reviewed and adapted to support individual needs.

### 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 students with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

### 3. Definition of Special Educational Needs and Disabilities

In this policy, Special Educational Needs and Disabilities (SEND) refers 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 who has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others the same age

- have 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 or mainstream post-16 institutions

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. Admission Arrangements**

Students with Special Educational Needs and/or Disabilities follow normal admissions procedures. Applications for students with an EHCP are ordinarily made through SENA, the Local Authority.

#### **5. Identification of Special Educational Needs**

The SEND Code of Practice (2015) identified four broad areas of need which are:

- Cognition and learning, for example, dyslexia, dyspraxia
- Sensory and/or physical needs, for example, visual, hearing impairments, processing and physical difficulties
- Communication and interaction, for example, ASD, speech and language difficulties
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), anxiety disorder.

Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to an adapted programme. Parents and staff will be informed that the child has been identified and will be named on the SEND register and appropriate strategies to meet the student's individual needs(s) will be made.

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and an accessible curriculum
- Working at levels significantly below age expectations, particularly in Literacy and Numeracy
- Presenting persistent emotional and/or behavioural difficulties, which have not improved with universal strategies within the school.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment
- Difficulties in communication or interaction, requiring specific interactions and adaptations to access learning

Please be aware that slow progress and low attainment will not automatically mean a student is recorded as having SEND.

#### **5.1 Adaptations to teaching, curriculum and learning environment**

At Rawlins we recognise that Quality First Teaching and accessible learning for individual students is the first step to responding to students who have or may have SEND. Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. The SEND team will help to develop teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.

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

- Quality First Teaching by staff to ensure learning is accessible, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources, learning environment and staffing.
- Using recommended aids, such as laptops, coloured overlays, larger font, etc.

#### **5.2 Assessing and Reviewing students' progress towards outcomes**

Rawlins is committed to a graduated approach to meeting student needs. Support required is identified and managed by the SENDCO but will be planned and delivered by teaching and support staff as part of Quality First Teaching. The four stages of the cycle are to:

- a) Assess:

Draw on information from high-quality inclusive teaching and whole school systems for assessing, planning, implementing and reviewing progress, taking account of the view of the child, parent and other external services and assess against SEND criteria.

b) Plan:

SENDCO, parent, child and teachers agree interventions, support and expected outcomes which are recorded on school systems.

c) Do:

The plan is implemented. Please note that the subject teacher remains responsible for working with the student and assessing the impact of the plan.

d) Review:

Consider the impact along with the views of the parent, student and teachers. Revise plan in light of outcomes.

Where students have higher levels of need, the school may draw on specialised assessments from a wide range of outside agencies and professionals including the following:

- Specialist Teaching Service
- Visually Impaired Team
- Hearing Impaired Team
- LSA Team
- Autism Outreach Service
- Advisory Teacher for Supporting Pupils with Physical Difficulties
- Speech and Language therapists
- Occupational therapists and physiotherapists
- Educational Psychologist
- Child and Adolescent Mental Health Services (CAMHS)
- Paediatricians
- Voluntary organisations such as ADHD Solutions
- Loughborough and North Charnwood Inclusion Partnership

Where required, specific approaches and interventions will be developed, or commissioned to address the specific needs of individual or groups of students.

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, teaching staff and outside agencies. 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.

### **5.3 Educational and Health Care Plans (EHC plans)**

Where, despite the academy having taken relevant and purposeful action to identify, assess and meet the needs of the student, the student has not made expected progress and the student's needs cannot be met from within the resources available, the academy will consider requesting an Education, Health and Care plan (EHC plan) integrated assessment from the Local Authority Special Educational Needs Assessment service (SENA). At this time, due consideration will be given to the set criteria for assessments provided by the Local Authority. These criteria can be found on the Leicestershire Local Offer website along with information on the EHC plan integrated assessment process. This will be shared in full with parents/carers to ensure they are confident and clear about the process and how they will be involved in it.

To inform their decision about whether a statutory assessment is necessary the Local Authority will consider evidence that the student is not making progress, despite the provision put in place by the academy.

Rawlins will provide the Local Authority with all necessary information including:

- evidence of the student's academic attainment and rate of progress
- Information about the nature, extent and context of the student's SEND, drawing on relevant evidence from clinicians and other health professionals.
- evidence of the action already being taken to meet the student's SEND

- Evidence that, where progress has been made, it has only been as the result of a significant and substantial level of intervention and support, over and above that which is usually provided.

If an EHC plan is agreed, Rawlins will be allocated a set amount of funding to provide extra support that needs to be made available for the student. The allocation of this support will be decided jointly between SLT, SENDCO, the parent and the student. The academy will make its best endeavours to ensure that the extra support is available to the student at the allocated times.

#### **5.4 Students on the SEND Register**

Under the Special Educational Needs and Disability (SEND) Code of Practice a child is identified as SEND if there is 'long-term' and 'substantial' difficulties in a student's ability to access education. 'Long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. Students identified as meeting the criteria for SEND support are included on Rawlins 'SEND Register' (sometimes referred to as a register of need). The following outlines the procedures in place to monitor students on the Rawlins 'SEND Register'.

- All students identified as having special educational needs will have a Pupil Profile created. This profile is shared with staff and highlights quality first teaching strategies that can be utilised in the classroom to support the student to access the work. These students are identified as K SEND students and reviewed throughout the year.
- Students who are on the SEND Register will have their progress and attainment monitored by the SEND team in line with Rawlins' reporting system.
- Parents/carers of students with SEND have the opportunity to meet or communicate with staff regularly to discuss their child's progress. Some meetings will coincide with school parent's evenings.
- If students make significant progress and no longer fit the criteria for SEND, then they will be withdrawn from the SEND Register – parents will be notified of this as below.

#### **5.5 Removing Students from the SEND Register**

If, in following our graduated approach and cycles of assess, plan, do, review, a decision to remove a student from the SEND Register could be made in the child's best interests. Before coming to this conclusion, the SENDCO will carry out a clear analysis of the student's needs. This will draw on:

- Teacher assessment and experience of the student
- Their previous progress and 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

In consultation with parents/carers, students will be considered for removal from the SEND Register where they have made sustained and good progress that:

- has sufficiently closed the attainment gap between the student and their peers of the same age
- shows where a student's wider development and /or social needs have improved and progress in the targeted area is considered to be sustained
- Indicates additional SEND provision is no longer required to ensure this progress is sustained

#### **5.6 Supporting students moving between phases and preparing for adulthood**

Rawlins staff liaise with feeder primary schools to ensure a smooth transition for every student including those with SEND. Prior to arrival, students who have an EHCP will have a transition review during Year 6. Staff from Rawlins are included in this process from the start in order to support a smooth transfer from Key Stage 2 to Key Stage Three. The transition plan is tailor made to meet the needs of the student and may include additional visits to the school, opportunities to meet key staff and familiarise themselves with the school layout and taster sessions along with visits from members of staff to the primary school. SEND documents are handed over directly and the same process occurs in Year 11 for those students who transfer to alternate Post-16 providers.

Year 9 students who are transferring from Key Stage 3 to Key Stage 4 have a transition review meeting to ensure the correct pathway and options have been selected for them. We support students in making option choices through a variety of means, which may include information evenings and assemblies, by providing taster sessions, careers education, and by involving students in the decision-making at each stage.

At Key Stage 4 we prepare students to make decisions about post-16 provision (Key Stage 5) through information evenings and assemblies, careers education and through form time support and PSHE lessons, when students are guided through the application process. All students with an EHCP will have an interview with the school's careers advisor and an action plan for post-16 provision is agreed with the student.

Post-16 students applying for Higher Education are assisted with UCAS applications. We will share information with the schools, colleges, universities or other setting when our students transfer to them and we agree with all stakeholders which information is shared as part of this process

## **6 Supporting Students at school with Medical Conditions**

Rawlins recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN and disabilities) and may have an EHC plan that brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

For further details, please see the school's policy for supporting students with medical needs.

## **7 Supporting SEND Students**

Rawlins recognises that all students have the right to be involved in making decisions and exercising choice (SEND Code of Practice, 2015). We will support students in developing their confidence to effectively communicate their own interests, aspirations, needs and rights, enabling them to make informed decisions about their learning and take responsibility for those decisions.

All EHCP students are supported and are fully involved in the annual review process. Student views are recorded as part of the Review process and their views are valued and listened to.

## **8 Parent/Carer Involvement**

Rawlins is fully committed to a meaningful partnership with parents/carers of students with SEND. We recognise and value the input of the family and believe that this has a crucial bearing on a student's educational progress and on the effectiveness of any action the school may take.

Rawlins aims to do this in the following ways:

1. Making parents/carers feel welcome and actively listening to their concerns, wishes and aspirations for their child, instilling confidence and building effective partnerships.
2. Providing information for parents/carers in an accessible way.
3. A SENDCO and SEND team being available for meetings by appointment.
4. Supporting and guiding parents/carers in ways that they can help with their child's learning and development at home.
5. Signposting parents/carers to wider support, information and services pertinent to their child's SEND by ensuring they know how to access the Local Authority Local Offer which gives more detail on how parents/carers can access support for their child.
6. In order to support students at Key Stage 4 and Key Stage 5, we will screen all students to analyse their eligibility for examination access arrangements. Parents/carers will be kept fully informed of the results of this screening process and any access arrangements granted by examinations boards.
7. Publishing how Rawlins implements the SEND Policy on the website following the information set out in the SEND School Offer/information Report (Regulation 3) (2014) and as part of the academy's contribution to the Local Offer.
8. Parental views are recorded as part of the Annual Review procedures for EHCP students.

## **9 Roles and Responsibilities**

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with the Code of Practice (2015) guidelines and school job descriptions.

### **9.1 The Principal will:**

- Work with the SENDCO and SEND link governor 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. The day-to-day responsibilities may be delegated to the Vice Principal (Care, Guidance & Welfare).

### **9.2 The Lead SENDCO, alongside the SENDCOs/Head of Skills for Learning will:**

- Work with the Principal and SEND governor 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 students with SEND, including those who have EHC plans.
- 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.
- Manage and develop the roles of staff within the Care, Guidance and Welfare team, through training and Performance Management.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Be the point of contact for parents, external agencies, especially the local authority and its support services and other schools including feeder primaries and specialist settings.
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned.
- Work with the Principal and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all students with SEND up to date.

### **9.3 The SEND governor will:**

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the Principal and SENDCO to determine the strategic development of the SEND policy and provision in the school.

### **9.4 Heads of Department are responsible for:**

- Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of work.
- Ensuring appropriate teaching resources for students with SEND are purchased from school capitation.
- Raising awareness, of school responsibilities towards SEND

### **9.5 Teachers are responsible for:**

- Knowing which students in their classes are on the SEND Register, as a minimum, reading the Passport to help them support the learning needs of students.
- Devising strategies and identifying appropriate alternate strategies of accessing to the curriculum
- The progress and development of the students in their class, including where students access support from the Crae, Guidance and Welfare team or specialist staff.
- Teaching students with SEND in the classroom and for providing an appropriately accessible curriculum.
- Making themselves aware of the policy and the procedures for identification, monitoring and supporting students with SEND.
- Giving feedback to parents/carers of students with SEND.
- Following the school's procedures for raising initial concerns for students and for the graduated response for meeting students' needs: assessing, planning, reviewing and contributing to Annual Reviews, including teacher feedback on progress against targets set in EHCPs.

### **9.6 The Care, Guidance and Welfare staff are responsible for:**

- Ensuring they are fully aware of the SEND policy and the procedures for identifying, assessing and making provision for students with SEND.

- Planning for and assisting in referrals for the individual needs of students identified as having SEND, whether in class, small groups or one-to-one.
- Working alongside subject teachers to agree the nature of support in lessons and to ensure resources and materials to meet student needs are available.
- Using the academy's procedures for giving feedback to teachers about students' responses to tasks and strategies.
- Acting as student advocates and keyworkers for identified students, helping them to create Profiles and ensuring student records are maintained.

## **10 Storing and Managing Information**

- All records containing sensitive information relating to the special educational needs or disabilities of students in school will be treated as highly confidential and be securely placed when not in use. All SEND documents and data are stored in line with the school's General Data Protection Policy.

## **11 Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions after an appropriate number of weeks
- Line Management system
- Monitoring by the SENDCO, with input from teaching staff
- Using provision maps to measure progress
- Holding annual reviews for students with EHC plans

## **12 Complaints**

- Rawlins is committed to working in close partnership with all members of the school community. The academy places great value on the role which parents/carers can play in supporting their child's learning. Staff and governors actively encourage a positive relationship between the school and families. It is recognised that parents/carers of children with SEND may, from time to time, have particular concerns regarding their child's individual needs. Rawlins acknowledges the difference between a concern and a complaint however; the requirement to have a complaints policy does not undermine efforts to resolve the concern informally. Concerns will be dealt with by the academy as quickly, sympathetically and effectively as possible.
- If parents/carers have a complaint this should be directed in the first instance to the SENDCO. If there continues to be cause for complaint, parents/carers should address their concerns to the Principal or the Governing Body as in line with the school complaint procedure.
- In response to the climate of reform created by the new Code of Practice 2015 this policy will be reviewed annually in conjunction with stakeholders.