



1. Inclusion and SEND at Runnymede College

1.1 Mission Statement

Runnymede College is a school where all pupils have the chance to thrive, and feel included and supported to meet their full potential. Runnymede College strives to create an inclusive environment, where provision is tailored to the needs and abilities of our pupils.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment within the available resources in the school to make sure pupils with SEND are included in all aspects of school life.

1.2 Objectives of the SEND policy

- Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND.
- Help pupils with SEND fulfil their aspirations and achieve their best, become confident individuals living fulfilling lives, and successfully transition to adulthood.
- Support and make provision for pupils with SEND.
- To ensure that possible special education needs are identified and that any diagnostic information is recorded.
- To identify the roles and responsibilities of staff in providing for pupils' SEND.
- To support teachers in the teaching and pastoral support of pupils with SEND in their classes by providing information, strategies, resources and training where required.
- To communicate and collaborate with pupils and their parents or carers so they are involved in the discussions and decisions about support and provision for the pupil.
- To promote effective partnership with outside agencies.
- Make sure the SEND policy is understood and implemented consistently by all staff.

1.3 Definition of SEND

- According to the SEND Code of Practice (January 2015) and JCQ regulations, a child is considered to have special educational needs or disabilities (SEND) if he or she has learning needs which call for special educational provision to be made for him or her.
- At Runnymede College, 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 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
- 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.
- Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities. The school will

make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

1.4 The 4 Areas of Need

The needs of pupils with SEND are grouped into four broad areas. Pupils can have needs that cut across more than one area, and their needs may change over time.

Provision will be designed so it is appropriate for the pupil's particular area(s) of need, at the relevant time.

Area of need	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

1.5 SEND roles

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

Head of School / Head of Prep / Head of Pre-Prep

The Heads of school have the overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress.

- Determine the strategic development of the SEND policy and provision within the school,
- Make sure that the SENCOs have enough time to carry out their duties,
- Have an overview of the needs of the current cohort of pupils on the SEND register,
- With the SENCO and SLT, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development,

- With the SENCO and SLT, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access,
- With the SENCO, SLT and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

Senior Leadership Team

Members of SLT are responsible for ensuring the consistency of SEND provision and the collective progress of SEND pupils, both academically and pastorally.

SENDCo

- Communicate with parents when a pupil is suspected to have SEND and then liaise with them about the pupil's needs and any assessment or provision made,
- Work with the head of school and SLT 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 SEND,
- Provide professional guidance to colleagues, and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching,
- With the headteacher and SLT, monitor to identify specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development,
- Be a point of contact for external agencies and work with external agencies to ensure that appropriate provision is provided,
- Work with the headteacher and school management to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements,
- Make sure the school keeps its records of all pupils with SEND up-to-date and accurate.

Educational psychologist

The Educational psychologist works closely with SENDCOs, teachers and SLT in supporting children's development and wellbeing, providing advice and counselling to teachers, children and parents on academic, emotional and other concerns.

The Educational psychologist collaborates with the SEND, Safeguarding and Team-around-the-child teams to provide support for all the children who are causes for concern. Additionally, s/he also works with the school's admissions team in the recruitment of new students to the school.

The Educational Psychologist manages referrals and carries out initial screening procedures to identify difficulties. Individual interventions are also carried out, where relevant. An important aspect of this work involves coordinating with outside agencies in order to develop plans of support and/or early intervention.

The Educational Psychologist is also responsible for the up-keeping of the school's SEND database (MyConcern) by: updating information, uploading reports and summarising findings, as well as reporting on meetings held and actions taken.

Form/class teacher

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach;
- The progress, well-being and development of every pupil in their class;
- Ensuring they have read all available and relevant information about their pupils with SEND on MyConcern and previous teachers' reports, including the Student Support Plan;
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider 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, and act on these changes;
- Refer to SENDCo when there is a concern about pupil progress which may be related to SEND;
- Document provision in student support plans (SSPs);
- Ensuring they follow this SEND policy;
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them,
 - Discuss the activities and support that will help achieve the set outcomes,
 - Identify the responsibilities of the parent, the pupil and the school,
 - Listen to the parents' concerns and agree their aspirations for the pupil,
- Ensure effective handover to the next form/class teacher for the next academic year.

Head of Year (Senior and Prep School)

In the Pre-Prep School, these responsibilities are held by the Deputy Heads

Heads of Year are responsible for ensuring their cohort are being monitored, possible SEND children are identified and developing small-group interventions based on identified needs in their year groups. Heads of Years liaise with the SENDCo and form/class teacher to monitor areas of need and SEND pupils' progress.

Pupils

The pupils should be made aware of the contents of their support plan and be directly involved in the process of target setting and monitoring of progress.

Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development. Parents or carers should provide any diagnostic reports or information from specialists.

Parents or carers of a pupil with SEND will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child,
- Asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs,
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil,
- Given a termly report on the pupil's progress.

The school will take into account the views of the parent or carer in any decisions made about the pupil.

All staff

All staff have a responsibility to support the inclusion of SEND learners. All teachers may make referrals, as need is identified, ensuring the form/class teacher is aware. All staff have access to the following documents:

- The Runnymede College SEND and Inclusion policy,
- The Vulnerable Learner Register,
- Information on individual pupils with special educational needs, such as support plans,
- Practical advice, resources and information about types of SEND and disabilities.

2. SEND Referrals and Procedures

Our approach to SEND support

Identifying pupils with SEND and assessing their needs

2.1 Referral Procedure

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline,
- Fails to match or better their previous rate of progress,
- Fails to close the attainment gap between them and their peers,
- Widens the attainment gap.

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

When teachers identify an area where a pupil is making slower than expected progress, they will target the pupil's area of weakness with differentiated, high quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. If there is evidence to support that the lack of progress may be due to SEND, the teacher will complete a SEND referral form, which will include a description of the concern, the strategies used to address it and all relevant information available on the child.

Parents will be consulted when a teacher has a concern about pupil progress and their views on factors which may be impacting the pupil's progress taken into consideration. Parents will be informed when a teacher makes a referral to the SENDCo and that a process of monitoring and assessment is taking place.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty,
- We take into account any concerns the parents have,
- Everyone understands the agreed outcomes sought for the child,
- Everyone is clear on what the next steps are,
- Notes of these discussions will be added to MyConcern.

When a teacher identifies difficulties, the first step to be taken is for the form/class teacher and SENDCo to carry out an initial screening. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

While informally gathering evidence, we will put in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support will provide further information to identify their particular needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

Senior School Specific Requirements

Due to the JCQ requirements, it is pivotal that teachers complete referrals prior to an external assessment being completed. Please see the information below from JCQ. The referral form can be found on BOX.

Within Part 1 of Form 8, the SENCo **must** paint a picture of the candidate's normal way of working, clearly demonstrating the need for 25% extra time. The arrangement **must not** suddenly be granted to the candidate at the time of his/her examinations.

(A definition of normal way of working is provided within paragraph 4.2.5.)

The SENCo must have completed at least a 'skeleton' Part 1 of Form 8 before the candidate is assessed. Once the assessment has been completed, and before processing an online application, the SENCo must ensure that Part 1 of Form 8 has been fully completed.

2.2 Identification of pupils with SEND and assessment of needs

Identification may have already occurred prior to the child's entry to Runnymede, or through screening processes and assessment at school. We recognise that early identification of SEND and then making effective provision improves long-term outcomes for the child or young person.

Although the following is not an exhaustive list, some of the key identification strategies include:

- Standardised testing
- Diagnostic testing
- Teacher observations and referrals
- Summative and formative assessment
- Observational assessment
- Pastoral and safeguarding tracking
- Progress tracking
- Pupil progress meetings
- Handover and Transition points
- Discussions with parents
- Teacher professional knowledge
- Pre-school agencies
- Advice from outside agencies i.e. doctors, social services, specialists
- Parents' concerns or known diagnosis
- Pupil's voiced concerns

Staff involved and SEND department will liaise (also with parents) to draw up strategies to support specific pupils which will be documented in the Student Support Plan.

2.3 SEND Support Structure

The diagram below shows the graded support model for SEND at Runnymede College.

The SEND Model at Runnymede is committed to maintaining high expectations for pupils with SEND to include them in all the opportunities available to other pupils so they can achieve well, and a focus on inclusive practice and removing barriers to learning.

Once a pupil has been identified as having SEND, we will take reasonable action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle: Assess, Plan, Do, Review.

Assess: The SENDCo or the Educational Psychologist, in collaboration with the pupil's form/class teacher will carry out an analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

This will draw on:

- The teacher's assessment and experience of the pupil,
- Their previous progress and attainment and behaviour,
- Other teachers' assessments, where relevant,
- The individual's development in comparison to their peers and national data,
- The views and experience of parents,
- The pupil's own views,
- Advice from external support services, if relevant.

We will regularly review the effectiveness of the support and interventions to help make sure that the support in place is matched to the pupil's need and having an impact on the pupil's progress. How the pupil with SEND responds to an intervention is also an important and reliable way to identify their needs and adjust provision.

PLAN: In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review. All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on the Student Support Plan which is saved in Box, and will be made accessible to staff by a link on the Vulnerable Learners Register. Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

DO: The pupil's class or subject teacher retains overall responsibility for their progress. Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCo will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

REVIEW: The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils,
- The level of progress the pupil has made towards their outcomes,
- The views of teaching staff who work with the pupil.

The teacher and the SENDCo will revise and adapt the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

2.4 Levels of support

Tier 1: The pupil with SEND will be provided with high quality-first, differentiated and personalised teaching, including in-class support, adaptations and accommodations, to reduce barriers to learning and maximise inclusion in the classroom and full school life.

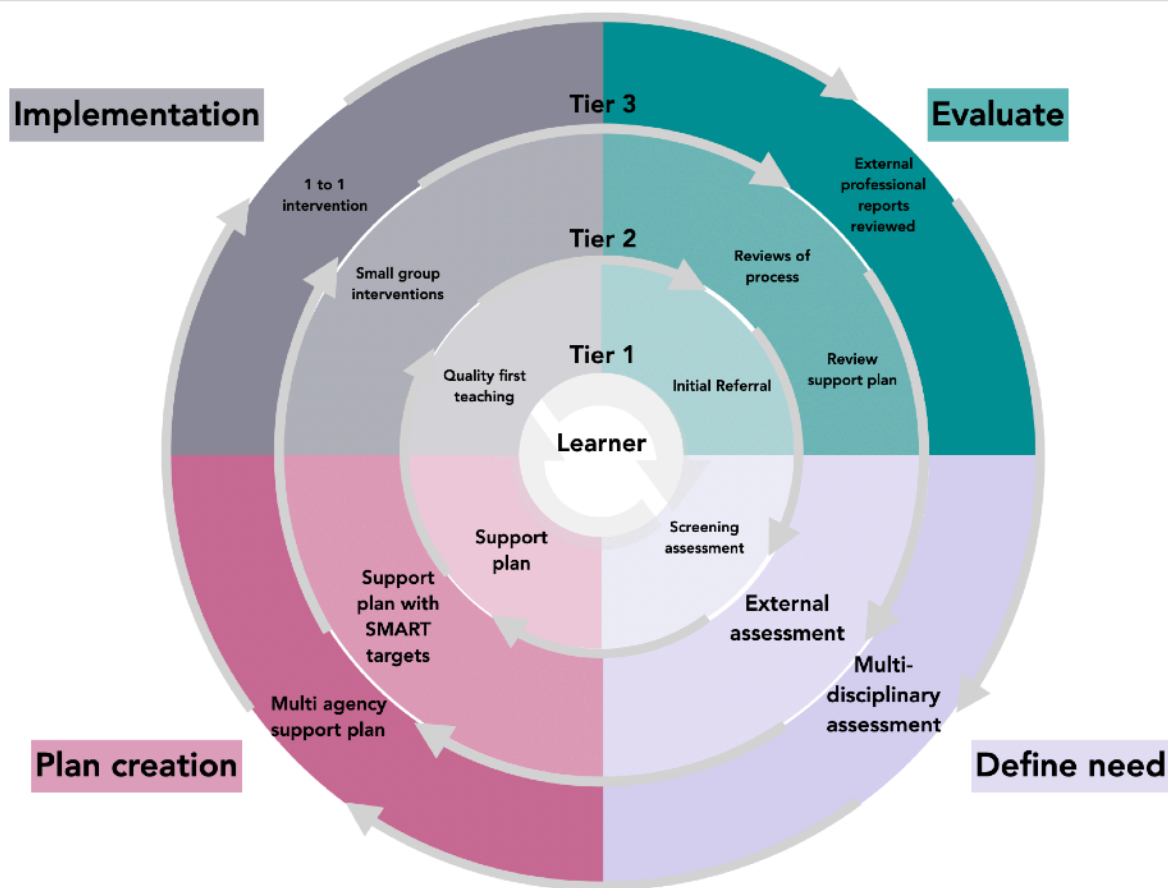
Tier 2: Small-group or individual targeted interventions by suitably qualified teaching staff under the responsibility of the class or subject teacher.

Tier 3: At times, parents may arrange for external agencies to provide specialised support within the school day at Runnymede College. Runnymede College will make reasonable accommodations to enable these specialised services to be provided on premise.

3. In-School Provision

3.1 Vulnerable Learner Register

The Vulnerable Learner Register is kept and regularly updated by the Deputy Head Pastoral, Heads of Year and SENDCos to ensure all teachers are aware of pupils SEND. There will be a link to the Student Support Plan so all teachers are aware of the needs, interventions, accommodations and adaptations for each pupil with SEND. All teachers have access to the Vulnerable Learner Register.



3.2 Support Plans

The SENDCo and form/class teacher will, in consultation with parents and the educational psychologist, draw up a support plan for pupils either with SEND diagnoses or with undiagnosed challenges in the classroom. The support plan outlines the pupils key learning needs and strategies to use in the classroom. The support plan will also outline targets which are hoped to be achieved by the end of each term with the particular pupil and it will be reviewed at least each term.

3.3 Exam Access Arrangements

Pupils with SEND are entitled to specific and reasonable accommodations during exams i.e. extra time, rest breaks, typed responses, etc. The SENDCo/Exam Officers will be responsible for coordinating with teachers and those pupils entitled to accommodations, as well as the logistics for the implementation of these specific arrangements during examination time.

Prep School Arrangements

Pupils entitled to special accommodations for assessments will be determined by the SENDCo based on the pupil's needs. The children eligible for special accommodations will be identified on the vulnerable learners register. In general, unless it is a standardised assessment, there should be no time limit set and the pupil should be allowed the time necessary to demonstrate their full capacity.

Senior School Accommodations (Internal Exams)

- 20% extra time for internal exams and 25% for external exams
- Rest Breaks
- Typing on a school-supplied device. The device is completely blank and locked with no internet access (except for printing by the Exams Officer), no spell check or access to formula, diagrams, punctuation etc.

- Adapted exam papers according to identified needs
- Reading Pen
- Separate invigilation and exam room

3.4 Exam board requirements for public exams

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

- 25% for external exams
- Rest Breaks
- Typing on a school-supplied device. The device is completely blank and locked with no internet access (except for printing by the Exams Officer), no spell check or access to formula, diagrams, punctuation etc.
- Adapted exam papers according to identified needs
- Reading Pen
- Separate invigilation and exam room

3.5. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher, SLT and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development. Runnymede College has a subscription to the NASEN CPD online programme.

4. Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher, Head of Year, SENDCo and/or head teacher in the first instance. They will then be referred to the school's complaints policy.

5. Monitoring and evaluation arrangements

5.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term,
- How early pupils are identified as having SEND,
- Pupils' progress and attainment once they have been identified as having SEND,
- Whether pupils with SEND feel safe, valued and included in the school community,
- Comments and feedback from pupils and their parents.

5.2 Monitoring the policy

This policy will be reviewed by Senior Leadership Team with the SENDCo **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

5.3 Links with other policies and documents

This policy links to the following documents:

- Behaviour policy
- Attendance policy

- Safeguarding / child protection policy
- Complaints policy
- Academic Policy
- Anti-Bullying Policy

Reference List

Department for Education and Department of Health. (January, 2015). Special educational needs and disability code of practice: 0-25 years: Statutory guidance for organisations which work with people who have special educational needs or disabilities. https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf

Davies, K and Henderson, P. (Uploaded 27 October, 2021). Special Educational Needs in Mainstream Schools: Guidance Report. The Education Endowment Foundation.

Reviewed: June 2024

Next Review: Jun 2025