

# SEND Policy and Procedures for Richmond School

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**Mill Hill Primary School**  
Being the best we can be



**Northallerton School  
& Sixth Form College**  
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**Richmond School  
& Sixth Form College**  
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## Introduction

This Policy complies with the statutory requirement laid out in the Special Educational Needs and Disability Code of Practice: 0-25 years (September 2014). It has been written as guidance for staff, parents or carers and children and takes account of the following guidance and documents:

- Ofsted Section 5 Inspection Framework January 2014
- Equality Act 2010: advice for schools DfE Feb 2013
- Education Bill 2011
- Children and Families Act 2014

This Policy supersedes any previous policies for SEND within Richmond School.

**‘All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood.’**  
**(6.1 Code of Practice)**

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## Introduction

### Abbreviations

CoP	Code of Practice
EP	Educational Psychologist
EMS	Enhanced Mainstream School
SEN	Special Educational Needs
SEND	Special Educational Needs and/or Disabilities
SENCo	Special Educational Needs Coordinator
SLT	Senior Leadership Team
TA	Teaching Assistant

### Definitions

A child/young person is defined as having Special Educational Needs (SEN) if they have a learning difficulty which calls for special educational provision to be made or if they find it much harder to learn than other children of the same age.

A learning difficulty means that the child/ young person either:

- (a) has significantly greater difficulty in learning than the majority of children of the same age;
- (b) has a disability, which either prevents or hinders them from making use of the educational facilities which are provided for children of the same age in a mainstream school.

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school.

*(xiii, xiv Code of Practice 2014)*

## Special Educational Needs Policy

### 1. Policy statement

All children and young people are entitled to an education that enables them to make progress so that they are able to:

- Achieve their best;
- Become confident individuals leading fulfilling lives;
- Make a successful transition into adulthood, whether into employment, further education or training.

Richmond School is committed to providing a high quality of education to students of all abilities and backgrounds so as to enable all to achieve these objectives. We recognise that a significant number of young people may need additional support at some stage of, or in some cases throughout their school career, and we aim to meet such needs effectively, providing equality of opportunity for all and working in partnership with students and their parents.



Every teacher is a teacher of every student in their classes, including those with SEN. At Richmond School, we endeavour to achieve maximum inclusion of all students whilst meeting their individual needs.

## **2. Policy statement**

The aims of this SEND policy and practice in the school are:

- To provide curriculum access for all;
- To secure high levels of achievement for all students;
- To identify and meet individual needs effectively through a wide range of provision;
- To attain high levels of satisfaction and participation from students, parents and carers;
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention lead to good learning outcomes;
- To provide support and advice for all staff working with students who have additional needs;
- To ensure a high level of staff expertise to meet student need, through well targeted continuing professional development;
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners;
- To work within the guidance provided in the SEND Code of Practice, 2014.

## **3. Principles**

- All students are equally valued and the school has high aspirations for all;
- We focus on individual progress as the main indicator of success. Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others;
- All students are the shared responsibility of all staff;
- All students are entitled to a broad and balanced curriculum which is personalised and focused on outcomes;
- All students should have the opportunity to be socially, as well as educationally, integrated in school life;
- Teaching and learning is adapted to suit the needs of learners and recognise different routes to achievement;
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to students' interests and abilities;
- It is recognised that early and accurate identification of SEND is essential;
- There is a flexible continuum of provision for students with SEND;
- SEND and high needs funding is used efficiently to ensure good progress of students with additional needs;
- The school's Learning Support team works closely with subject teaching staff, students and parents to provide additional help for those students who need it;
- Staff are given appropriate training to allow them to meet a wide range of needs;
- Parents / carers are fully involved as partners in their child's education;



- Students are encouraged to give their views on what learning is like for them;
- Governors have access to information which allows them to monitor and evaluate the effectiveness of the SEND policy.

#### **4. Roles and responsibilities**

- The Headteacher, Jenna Potter, has the overall responsibility for the provision and progress of learners with SEND. She designates staff to oversee the provision of SEND throughout the school and to represent those needs in discussion where necessary; she also line manages the SENCo.
- The SENCo, in collaboration with the Headteacher and Governors, plays a key role in helping to determine the strategic development of the SEND policy and provision in the school so as to raise the attainment and maximise the opportunities available for students with SEND;
- Coordination of the day-to-day provision of support for students who have additional needs is the responsibility of the school's SENCo, Mark Millman, who leads a specialised Learning Support team within school and liaises with staff within school as well as external agencies as appropriate;
- The Learning Support team (consisting of the SENCo, HLTAs, ATAs and GTAs who have a wide range of specialist knowledge) work closely with subject teaching staff and pastoral staff, as well as parents and outside agencies, so as to assess and meet the physical, emotional and intellectual needs of all students with SEND, maximising equality of opportunity for all;
- All staff adhere to the whole school provision map and ensure that strategies are implemented to ensure quality teaching for all. Staff liaise with members of the Learning Support department if they feel a student may need assessment or additional support;
- The School Governor with responsibility for SEND is Judy Hooton. Her responsibility is to liaise with the department and to quality assure practices and policies;
- The SENCo is one of the designated members of staff with responsibility for safeguarding / child protection. The other designated staff are Tom Braham (Assistant Headteacher) – Designated safeguarding Lead, Jenna Potter (Headteacher) and Emma Dunwoodie (Assistant Headteacher)
- The SENCo is also the designated member of staff with responsibility for Looked after or LAC students;
- The member of staff responsible for managing the school's responsibility for meeting the medical needs of students is Colleen Harrild

### **Special Educational Needs Procedures**

#### **5. Identifying Special Educational Needs**

Special educational needs and provision can be considered as falling into four main categories:

1. Cognition and learning;
2. Communication and interaction;
3. Social, mental and emotional health;
4. Sensory and/or physical.

Student underachievement does not necessarily mean they have a special educational need. This can be caused by a whole range of factors (attendance and punctuality issues, anxiety over a personal issue, frequent changes of school, students for whom English is not their first language etc). It is the school's responsibility, in partnership with parents / carers, to identify reasons for a lack of progress quickly and



to ensure that appropriate interventions are put in place to support these students and help them catch up.

Behavioural difficulties can also be a student's response to a range of underlying issues or needs. A similar approach to identifying the reason for such difficulties and addressing them is required.

For students with special educational needs, this **may** lead to lower attainment (though not necessarily to under-achievement). It is our responsibility to ensure that students with special educational needs have the maximum opportunity to attain and achieve in line with their peers.

The school uses a range of methods to determine if a student has a special educational need. The following indicators are likely to lead to investigation into possible SEN:

- Key Stage 2 outcomes eg SATS results are below expected levels;
- Concerns are raised or information passed on by parents / carers, external agencies, teachers, or the student's previous school, regarding a student's progress or inclusion.
- Concerns are raised by a student with regard to his / her progress or feelings about school;
- Assessments such as reading, spelling or Maths indicate a gap in knowledge and/or skills;
- Whole school tracking of attainment outcomes indicates lack of expected levels of progress in a single or multiple areas;
- Observations suggest that there is a difficulty in one of the areas of need which requires further investigation.

If a concern is raised, the first response will generally consist of high quality teaching targeted at the student's areas of weakness. However, if this does not lead to an appropriate improvement, further assessment will be undertaken.

Preliminary investigations into possible reasons for lower than expected attainment may be undertaken by an individual subject department, the Head of Year or the Learning Support Department. Where it seems likely that a lack of progress may be due to possible SEN, the Learning Support Department will contact parents / carers to discuss the nature of the concern and what might be done to investigate further. This could include gathering evidence from staff, from parents / carers and from the student, completing targeted assessments to identify possible barriers to learning or involving a range of other professionals for advice and expertise. Information gained through this process will enable us to make an informed decision about what further steps are appropriate to support the student. Parents / carers will be consulted and kept closely informed throughout the process.

## **6. A graduated approach to SEN support**

The 2014 Code of Practice suggests that students are only identified as SEN if they do not make adequate progress once they have had appropriate and targeted intervention/adjustments via good quality personalised teaching. This kind of high quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.





## **7. High quality teaching**

This allows all students to access the work and achieve progress in their normal lessons. The following are features of high quality teaching:

- Teachers have the highest possible expectations for all students in their class;
- Teachers are responsible and accountable for the progress and development of the students in their class, including students who access support from teaching assistants or specialist staff;
- Differentiated approaches, strategies and resources are used to ensure that all students are fully involved in the learning in class;
- Specific strategies to support students with particular needs (which would normally be included in a student's IPM) are included in teachers' planning;
- Teachers carefully track student progress and identify any gaps in their understanding or learning. Where needed, extra support is provided to help students overcome such difficulties and make the best possible progress;
- All staff are aware that having positive self-esteem is crucial to a student's well-being and they aim to build self-esteem and confidence by providing plenty of praise and encouragement for students;
- Form Tutors/subject teachers all share responsibility for the pastoral, medical and social care of every student in their class. If further support is required, they liaise with other staff in school. In the case of students with SEN, liaison should be with the SENCo or via the internal referrals system;
- The school regularly reviews the quality of teaching for all students, including those at risk of underachievement via departmental reviews, analysis of results and the Performance Management process. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students.

## **8. Implementation of SEN provision**

If, despite high quality teaching, a student does not make expected progress, the possibility of SEN provision will be considered. This decision is based on all the information gathered about the student's progress, alongside national data and expectations of progress.

SEN provision in the form of extra literacy / numeracy input is offered to some students in Years 7, 8 and 9 to help them make accelerated progress in literacy and / or numeracy, on the basis that such interventions will enable them to better access the work in a range of other subjects. The decision to offer a short term intervention eg inclusion in a literacy workshop session is made in consultation with parents and does not necessarily mean a student will be added to the SEN register.

Once it has been agreed that a specific intervention would be beneficial to a student, a more precise identification of needs and the planning and delivery of the interventions are the responsibility of the teacher or Teaching Assistant in charge, under the supervision of the SENCo.

SEN provision may take a number of forms and a student may access one or more than one forms of provision, as appropriate. A list of provisions typically undertaken at Richmond School is shown below:

- in class support from a TA;
- additional one to one or small group teaching in literacy / numeracy and / or access to proven intervention programmes at school / home;





- academic or general mentoring;
- targeted intervention sessions – academic or social;
- additional access to ICT/assistive technology;
- a personalised timetable;
- personalised arrangements for tests / assessments (access arrangements) – see below;
- a range of targeted assessments to explore the possible root of difficulties and inform the most effective approaches to address these difficulties;
- referral to external professionals / services e.g. Educational Psychologist, Children and Adolescents Mental Health Service, specialist teachers for vision / hearing impaired, Speech and Language services, specialist services for autism;
- additional support for students making transitions to or from other establishments / phases of education. Included in this, in agreement with parents and students, relevant information is shared with the school / college / other setting to which a student is moving;
- regular review meetings (see below) and a resulting individualised provision map;
- parents will be given clear routes to access support, and be encouraged to bring a supporter to meetings if desired;
- some students will have behaviour plans, risk assessments or health care plans, some students may be allocated a key worker;
- designated finances will be used appropriately to meet students' needs without reducing independence.

Inclusion in an **intervention group** typically focusing on literacy, Maths or communication and interaction skills is often appropriate for a student who has specific gaps in their understanding of a subject/area of learning. This may be run by a teacher or most often a Teaching Assistant who has had training to run these groups. Students engage in group sessions over a fixed period of time with specific targets to help them make accelerated progress. An assessment of ability or confidence, completed at the start and end of the provision allows progress and targets to be reviewed at the end of the intervention period.

## **9. YES@ Areté Learning Trust**

Richmond School was formally an enhanced mainstream provision for students with specific learning difficulties. The EMS team, led by Kath Lawson, have now developed YES @ Areté Learning Trust to provide support for students, parents and professions around learning difference.

The website [www.yesataretelearningtrust.net](http://www.yesataretelearningtrust.net) provides a wealth of information and details of training events

## **10. The SEN register**

### **a. SEN Support**

The decision to place a student on the SEN register is a well-considered joint decision between school and home and is based on the fact that a student's level of needs warrants an additional and different approach over a sustained period of time. Students are placed on the register in the category of 'SEN Support.'



**b. Involvement of other agencies**

For students on the register with higher levels of need, or if concerns continue despite the implementation of an agreed plan, the school may, in consultation with parents / carers, make a referral to seek the advice and support of external agencies and specialist professionals. These specialist professionals will work with students to understand their needs and make recommendations to help them overcome their barriers to learning.

**c. Consideration of EHCP**

For students with the highest level of need or a very complex profile of need, a request for an Education Health and Care plan may be appropriate. Such students will require a greater level of support than can be provided through the school's usual support arrangements. An EHCP can be requested by either school, parents / carers, or usually as the result of a joint decision. If such a request is made, a process of formal investigation is carried out which includes an assessment of students' educational, health and social care needs, followed by a decision by a Local Authority panel.

**d. Assess – Plan - Do – Review Cycle**

For all students on the SEN register, a cycle of ASSESS – PLAN - DO – REVIEW is adopted:

- Assessment – initial and ongoing analysis of a student's needs;
- Plan – in partnership with student and parents / carers, an agreement on desired outcomes and the most appropriate actions to achieve these;
- Do – the implementation of the agreed plan;
- Review – the effectiveness and impact of the action taken is reviewed, along with the views of student and parents / carers so as to plan next steps.

Students who are on the SEND register, along with their parents, are invited to review meetings as part of the graduated approach. Reviews will take place once a year, or more often if needed. As part of this process, we ask both students and parents / carers for feedback about their education and its planning. The discussion and agreements made at this meeting are recorded in an Individual Provision Map (IPM), which is sent home to parents / carers and made available to all relevant staff as soon as possible after the review meeting. The IPM is updated at each review and includes:

- details of strategies being used to support a student in class;
- details of any additional support or interventions being implemented;
- the student's learning targets and their long term desired outcomes.

The school values the **support of parents/carers/guardians** as this is vital to the success of the education of all students and especially those with SEND. We listen to parents' views so as to build on students' previous experiences, knowledge, understanding and skills and work towards their desired outcomes and future aspirations.

**e. Exiting the SEN register**

As part of the ongoing process of monitoring progress and reviewing targets, students who make



significant progress may be removed from the SEN register. Parents / carers are consulted about such a decision. Students who have been removed from the register continue to be carefully monitored. Should concerns re-emerge staff, parents / carers or the student are encouraged to contact the SENCo and if it is felt necessary, they can be reinstated onto the register.

## **11. Access arrangements**

Some students require special arrangements for exams and assessments to enable them to show their true ability in spite of specific difficulties they might have. The most common forms of access arrangements are extra time, readers and scribes. A significant number of students also access ICT support when completing exams and assessments. Access arrangements are organised by the Learning Support department in conjunction with a specialist assessor.

Access arrangements in Year 7, 8 and 9 are at the school's discretion, based on a student's profile of need. However, for formal exams in Key Stages 4 and 5 (GCSEs and A levels), there is a formal process for requesting arrangements, based on a raft of approved tests which provide a clear picture of what access arrangements can be applied for. Students who may be eligible for possible access arrangements are usually tested in Year 9. The decision to test is based on prior knowledge of the student, for example students who have had access arrangement in Key Stage 3 or participated in interventions will be tested. Staff are also asked to monitor students carefully so as to identify those who may be eligible. As well as being eligible via such testing, exam boards stipulate that planned arrangements should be a student's 'normal way of working' and therefore any request for access arrangements has to be the result of a well-planned process. Consultation with parents and students is an important part of this process.

Students who receive access arrangements may be included on the SEN register, but this isn't always the case.

## **12. Supporting and involving students and families**

We aim to work in close partnership with students and their parents /carers, keeping them informed about progress, assessing current and future needs and planning the most appropriate means of support. We also encourage all parties to discuss any issues and concerns with school staff so that we can address problems promptly and effectively

All students have the right to be involved in making decisions and exercising choice. We endeavour to fully involve students with SEND by encouraging them to:

- state their views about their education and learning;
- identify their own needs and their feelings about the provision made for them;
- share in individual target setting across the curriculum so that they know what their targets are and why they have them;
- self-review their progress and set new targets;
- attend review meetings and actively participate in them.

The school aims to support students and families by:

- working effectively with all other agencies supporting young people and their parents / carers;



- making parents/carers feel welcome;
- encouraging parents/carers to inform school of any difficulties they perceive their child may be having or other needs they may have which need addressing;
- instilling confidence that the school will listen and act appropriately;
- focusing on the student's strengths as well as areas of additional need;
- allowing parents/carers opportunities to discuss ways in which they and the school can help their son/ daughter;
- involving parents/carers in drawing up targets and monitoring progress;
- keeping parents/carers informed and giving support during assessment and any related decision-making process;
- making parents/carers aware of other support and services available locally;
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

### **13. Transition arrangements**

Richmond School liaises closely with primary schools prior to transition into Year 7 to ensure that the school has a clear picture of students' backgrounds, their relative strengths and barriers to their learning. We aim to use this information to provide a smooth transition into secondary school, ensuring that all staff are aware of students' specific needs and what strategies can be used to maximise their progress. This is particularly vital for students with SEND.

For students who join the school after Year 7 ('mid-course transfers'), we liaise with the school they are transferring from and seek the same information. Mid-course transfer students are monitored particularly carefully during their first few months at the school, to ensure that the students are settled and progressing as expected.

Where appropriate, Year 6 students may be offered extra visits to the school to familiarise themselves with it before beginning Year 7, and meetings with some students and their parents/carers are attended by Richmond School staff when students are in Year 6, or in some cases, Year 5. Similar familiarisation visits are sometimes arranged for older students.

As students with SEND progress through the School we discuss with them and their parents/carers any future hopes or aspirations they may have. We use this information, as well as our knowledge of students' specific areas of strength, to advise them on the most appropriate courses to follow at GCSE and, again, at post-16 level. Some students with SEND are offered additional careers support to help them make significant choices about their futures. The School endeavours to communicate information about students to other schools or colleges, if they move on to other establishments. Transition reviews are arranged to facilitate this process and visits can be arranged, often accompanied by a member of staff from Richmond School with whom the student is familiar.

Parents/carers are involved in transition processes throughout their child's school career and additional help and advice for students with SEND and their families is always available if requested. We welcome any communication about transition arrangements and endeavour to support this process to the best



of our ability.

#### **14. Further information on SEND for parents/carers**

For a summary of how school policy on SEND is implemented, parents can refer to the SEN information report which can be found on school's website.

For information on other sources of support, the [North Yorkshire LA Local Offer](#) provides information on services in the local area for children and young people with special educational needs and disabilities (SEND), and their parents, carers and families.

#### **15. Admissions information**

Information can be found on the School's Website (Our School - [Admission](#)). For specific queries about admission, parents are advised to contact the school or the Local Authority directly.

#### **16. Supporting students at school with medical conditions**

- The school 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 students with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010;
- Where a student has both SEN and a diagnosed medical condition, provision will be planned and delivered in a co-ordinated way with the health care plan;
- Students with medical conditions are supported by all staff, with trained first-aid staff at reception having the overview. Students with specific needs have a health care plan and training for staff on particular conditions and treatment is provided regularly. In case of emergency, all staff know to contact reception who will attend as a matter of urgency and seek further medical advice if necessary;
- In line with new recent guidance published by DfE, the School has a policy (Management of Medicines Policy) for supporting students with medical conditions – a copy of this policy can be requested from school.

#### **17. Monitoring and evaluation of SEND**

- The quality of provision offered to students with SEND is regularly and carefully monitored. The views of parents, students and staff are sought and acted upon. Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all students;
- The SENCO and Jenna Potter, Headteacher, are responsible for evaluating SEND provision and reporting regularly to the Governor with responsibility for SEN on its ongoing effectiveness;
- All staff in school have a responsibility for maximising achievement and opportunity of students with SEND and vulnerable learners – specifically, all teachers are teachers of students with special educational needs. Staff are aware of their responsibilities towards all vulnerable learners. All school staff endeavour to show a positive and sensitive attitude towards such students at all times.



## **18. Training and resources**

- SEND provision is funded by the Local Authority. The school receives funding for SEND provision across the school, with additional funding for students who have EHCPs or who require a particularly high level of support or very different arrangements;
- The SENCO is a qualified teacher at the school;
- The SENCO regularly attends the LA's SENCO network meetings in order to keep up to date with local and national updates in SEND;
- Links with our Academy partner schools and other local schools and groups are valuable in sharing good practice and knowledge;
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff, both teachers and teaching assistants, are encouraged to undertake training and development;
- New staff are given training in how to best support students with SEND and other vulnerable learners as part of the new teacher induction programme. They meet with the SENCO who explains the systems and structures in place around the school's SEND provision and to discuss the needs of individual students;
- Additional training is available to staff at regular intervals as part of the CPD programme and via YES@Arete Learning Trust;
- Training needs are identified based on staff views and by monitoring issues that arise (eg the arrival of a student with a specific area of need or condition may warrant training for staff on that condition.)

## **19. Storing and managing information**

Information on the storage and management of documents can be found in the GDPR Privacy Notice which is available to view on the school website.

## **20. Reviewing the policy**

This SEND policy is subject to an annual cycle of monitoring, evaluation and review.

The SEND policy should be read alongside other policies in school, available to view on the school website.

## **21. Accessibility**

- The school endeavours to identify and remove barriers to learning whenever possible;
- The physical nature of the building aids accessibility – the design incorporates lifts, disabled toilets, automatic doors etc;
- The school increases and promotes access for disabled students to the school curriculum by making appropriate adjustments as required. All staff are expected to differentiate work effectively to suit students with a wide range of different needs;
- Teaching and learning is adapted to recognise different routes to achievement;
- Students with SEND are encouraged to access the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. Additional opportunities are offered and adaptations are made to facilitate this as far as is possible;





- Equally, the school endeavours to ensure that written information is accessible to disabled students and their parents / carers. Examples include providing visual timetables for students who need them, producing copies on coloured paper or accessing extra size books for visually impaired students;
- Parents / carers are welcome to contact school via 'phone, email or letter to discuss any issues or concerns.

Please see the Trust's Equality Objectives Statement and Richmond School's Accessibility Plan for information on accessibility which can be viewed on the school website.

## **22. Dealing with complaints**

- Should a concern arise, parents / carers are asked to contact the appropriate person at school directly. For SEND matters, this would usually be the SENCo or Jenna Potter, Headteacher.

If this does not resolve the issue, please see the Complaints Policy which is available from school.

## **23. Concerns over bullying**

Please see the school's Behaviour Policy.

- The school endeavours to safeguard the needs of students with SEND, promote independence and build resilience in their learning;
- The school is aware of the possibility that a student with SEND may be more vulnerable to bullying. Such students are monitored carefully by all staff – subject teachers, pastoral staff and members of the learning support department. There is a policy of zero tolerance against any form of bullying towards more vulnerable students;
- For students with specific needs e.g. those with autism or social communication difficulties, additional input is available to support students in dealing with the additional challenges they face.

----- **End of Policy** -----

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<b>Monitored by:</b>	Mrs J Potter, Headteacher
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