



# Ravens Wood School

(Part of the Impact Multi Academy Trust)

## Policy Document

Policy Name	Special Educational Needs Policy
Date of Last Review:	Autumn 2025
Date of Next Review:	Autumn 2026
SLT Responsible:	Deputy Headteacher



**IMPACT** Multi Academy Trust

Registered Office: Hawksbrook Lane, South Eden Park Road, Beckenham, Kent, BR3 3BE

[info@imat.uk](mailto:info@imat.uk) / [www.imat.uk](http://www.imat.uk)

A company limited by guarantee registered in England and Wales with number 07697400

## Contents

1.	Terms of Reference .....	2
2.	Definition of special educational needs (SEN) .....	2
3.	Definition of a Learning Difficulty .....	2
4.	Disability .....	2
5.	Our aims .....	3
6.	Identifying Special Educational Needs and other Additional Needs and promoting Social, Emotional and Mental Well-Being in all of our students.....	3
7.	Identification, Assessment Provision .....	3
8.	Identification of Need on Transition to Year 7 .....	3
9.	Initial screening and other possible tests available for students who may need interventions: ....	4
10.	Screening in other year groups .....	4
11.	Staff referrals.....	4
12.	The triggers for further intervention may include one or more of the following:.....	4
13.	Referrals by Parents or Carers.....	4
14.	Provision.....	4
15.	Transition between Key Stages .....	5
16.	Arrangements for consulting parents, carers and students .....	5
17.	Partnerships with external agencies .....	6
18.	Partnerships with other schools .....	6
19.	Monitoring and Evaluation of this policy .....	6
20.	The SEND register .....	7
21.	Arrangements for complaints about the provision .....	7



# Ravens Wood School

(Part of the Impact Multi Academy Trust)

## Special Educational Needs Policy

---

### **This policy is made in compliance with:**

- Section 19 of the Children and Families Act 2014
- The Equality Act 2010
- The SEND Code of Practice 2015
- The School Admissions Code of Practice
- The SEND Regulations 2014 (linked to clause 64)
- The Child Protection and Safeguarding Policy and SEND Accessibility plan
- Teacher Standards (updated 2021)

### **1. Terms of Reference**

RWS recognises the definitions of Special Educational Need, Learning Difficulty and Disability as taken from the Children and Families Act 2014 and/or The Equality Act 2010: Section 20 (1) of the Act

### **2. Definition of special educational needs (SEN)**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

### **3. Definition of a Learning Difficulty**

#### Section 20 (2) of the Act

A child of compulsory school age or a young person has a learning difficulty or disability if they: (a) have a significantly greater difficulty in learning than the majority of others of the same age; or (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

### **4. Disability**

#### Section 6 (1) of the Equality Act

A person (P) has a disability for the purposes of this Act if

- P has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities. (Section 6), Equality Act 2010

## **5. Our aims**

- To be an inclusive school in which all students are able to achieve their full potential
- To identify those students with SEND at the earliest opportunity
- To meet individual needs in the mainstream classroom
- To engage students, parents and carers successfully and to their satisfaction
- To apply a coherent and transparent resourcing approach
- To offer an appropriate, full, broad and balanced curriculum to students with SEND
- To work in partnership with external agencies and other schools
- To match staff expertise to student need
- To support SEND students in being healthy, staying safe, enjoying, achieving and making a positive contribution to society and achieving economic wellbeing.
- To comply with all above regulations and statutory guidance: Children and Families Act 2014 (section 69), The SEND 0-25 Code of Practice 2015, SEND Regulations 2014, the Equality Act 2010, supporting pupils with medical conditions – Children and Families Act 2014 (section 100)

## **6. Identifying Special Educational Needs and other Additional Needs and promoting Social, Emotional and Mental Well-Being in all of our students**

The Governing Body believes that the admissions criteria should not discriminate against students with SEND and gives due regard to the Code of Practice. Admissions arrangements for students with SEND (but without an Education, Health and Care Plan) do not differ from those of other students. However, in the case of a student in possession of an Education, Health and Care Plan, the placement recommendations of the last Annual Review will be taken into account.

## **7. Identification, Assessment Provision**

The school uses the graduated response as outlined in The Code of Practice 2015. To help with this process a variety of screening processes are used, which are then disseminated to teaching staff.

## **8. Identification of Need on Transition to Year 7**

### **Primary Liaison**

Ravens Wood School works in collaboration with feeder schools and the local authority to ensure that any relevant SEND information is communicated and acted upon. Ravens Wood School also seeks to ensure that unidentified needs are flagged and addressed.

In ensuring a smooth transition to secondary school for SEND students we:

- Attend Year 6 EHCP reviews when RWS has been named as the Secondary of choice on the EHCP
- Offer SEND students (with an EHCP) entering Year 7 an opportunity to attend an induction event at school in addition to the Year 7 Induction Day.
- A member of the pastoral team visits feeder Schools
- Establish and use baseline attainment data and CATs testing to identify any specific areas of need
- Bespoke and targeted support for highlighted Year 7 SEND students.
- Operate a referral system alerting the SENCO to new concerns via pastoral and teaching staff and students, parents and carers.
- The Pupil Development Department are available to answer questions relating to SEND at the annual School Open Morning.
- The Pupil Development Department pastoral team can meet with families of SEND students prior to starting at Ravens Wood.
- We trial a range of bespoke Exam Access Arrangements for our SEN students to identify what supports them best. Only some adjustments require formal testing, in line with JCQ guidance. These trial arrangements provide the evidence needed for any formal assessments in Year 10

## **9. Initial screening and other possible tests available at Ravens Wood for students who may need interventions include:**

Reading, comprehension, spelling and writing tests through online GL EXACT  
CATs testing  
Dash handwriting speed test  
Speech and language screening  
Dyslexia screening  
Baseline testing in curriculum areas  
Touch typing speed and accuracy test

## **10. Screening in other year groups**

Additional screening tests are administered as required.

## **11. Staff referrals**

Staff members seek support from the SENCo when they identify concerns that may be related to a student having a special educational need. Staff members will also complete a thorough electronic referral form that undergoes review by the SENCo and Pupil Development Team if further support is required. The SENCo may request further diagnostic assessments and involve parents or caregivers in the process.

## **12. The triggers for further intervention may include one or more of the following:**

- Levels of termly assessment show a negative point score from one term to another and as a trend over the year. Ravens Wood School has an annual reporting cycle involving 3 academic progress reviews. Judgements are made by teaching staff in every subject to establish the level of attainment made.
- On-going teacher observation and assessment within the classroom showing one or more of the following:
  - The attainment gap between the student and his peers is getting wider.
  - A previous rate of progress is not being maintained.
- Significant and/or persistent behavioural issues, which suggest underlying needs requiring additional support and intervention, for example SEMH.
- Significant incidents in a student's life, complex and/or chronic family difficulties, which have an impact on the student's progress in school and wellbeing, leading to intervention for SEMH. Interventions following difficult periods of time in a student's life, are considered in liaison with parents and carers when using the assess/plan/do review process.

## **13. Referrals by Parents or Carers**

Parents or carers of a student can express their concerns by submitting a referral form through our school website. Once the referral has been received it will be triaged by the SENCo and Pupil Development Team. Outcomes and any further action required will be communicated with the parent/carer.

## **14. Provision**

Teaching students with SEND is a whole school responsibility. SEND students show on all class registers with an 'M' code for monitoring, a 'K' code for SEN support or 'E' code for EHCP. Every staff member also has access to the SEND register with detailed student information. Personalised Pupil Learning Passports and/or other SEND recommendation and documents are hyperlinked to the SEND register and teachers are aware of these. Teachers make use of the personalised SEND strategies in their classrooms.

Central to the work of every teacher and subject is a continuous cycle of assessment, planning, teaching and evaluation that takes into account the wide range of skills and abilities of the students. The majority of students at Ravens Wood School make progress through these differentiated approaches.

The Bromley Banded Funding Guide is used to aid identification of need within the four categories identified by the Code of Practice 2015: Cognition and Learning, Speech, Language and Communication, Social, Emotional and Mental Health, and Sensory Difficulties with additional guidance for autism and specific learning difficulties. This can be used to identify appropriate strategies to meet need. The SENCo may offer advice about effective teaching and learning strategies and interventions that may help to narrow the gap or accelerate progress.

## **15. Transition between Key Stages**

When moving from Key stage 2 to 3 some students may require a Transition Support Plan (TSP) which is led and monitored by a lead member of staff. A number of transition actions are implemented in the first term at RWS in order to familiarise students with the change in setting. This includes early lunch break to access catering facilities first, early leave to access public transport first, scavenger hunts to learn our way around school and dedicated year group learning support assistants.

When moving from the Key Stage 3 to Key Stage 4 curriculum, parents, carers and students discuss appropriate option choices with subject teachers. Students with an EHCP, together with their parents and carers, are also offered a dedicated meeting with their Head of Year or the SENCo to ensure all pathways are fully explored before final decisions are made. Additional careers meetings can be arranged if further guidance or support is needed.

RWS also supports students in Year 11 with careers interviews to discuss appropriate qualifications and future options. Members of staff in the SEND department often support students, parents and carers at this crucial time. In addition, RWS works closely with outside agencies to ensure that appropriate destinations, courses and support are available to SEND students post-16.

We have specific duties to prepare students with Education, Health and Care (EHC) Plans for the transition to adulthood, as set out in Chapter 7 of the SEN Code of Practice. The review of the EHC Plan in Year 11 builds on previous reviews and existing plans. It will allow time for the commissioning of any necessary provision and support to take place. Planning will build on action that has been agreed with the student and will inform decisions about the next stage of education – specifically regarding relevant qualifications, the range of post-16 options available, and the longer term outcomes that the student wants to achieve in their adult life.

## **16. Arrangements for consulting parents, carers and students**

Ravens Wood School creates a number of opportunities for parents/carers of children with SEND to become engaged in the education and development of their children. They include:

- Parents/carers are invited to SEN Forums, including ASD and dyslexia forums, with RWS specialist teachers
- EHCP students and families will be offered the chance to meet a member of the SEND team
- Direct referrals or meetings with a member of the Pupil Development Team or SENCo
- Meetings with RWS dyslexia specialist to discuss personalised student provision
- Opportunity for parents/carers of EHCP children to contribute to student Pupil Learning Passports
- Annual Review Meetings for EHCP students and students with Funded Inclusion Plans (FIP) (funding
- Named members of staff (usually the form tutor) to support the student with any concerns and may also act as a liaison between parent / carer and school
- All EHCP and FIP students will have a Pupil Learning Passport. This is created in collaboration with the student and also refers to professional reports such as an EP assessment or diagnosis report. These Passports outline the best strategies staff can offer to support the student in lessons and around school. Staff meet with students 1:1 to gain their insights and all Pupil Learning Passports are kept confidentially.
- Some students on the SEND register, dependent on the level of need, will have specific targets for teachers to implement on a day-to-day basis. These targets for success are designed alongside the pastoral team, Pupil Development department and the student.
- Individual student's views are regarded as an integral part of how the Pupil Development team assess and review their programmes of intervention. Arrangements for gathering such data from a vital part of the provision we offer. Feedback is gathered from students who attend targeted intervention groups and this is used to review the provision and adapt if necessary.

- The RWS SEND Information Report is reviewed annually and is available on the school website

## **17. Partnerships with external agencies**

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met.

These include:

- The Local Authority which is required to publish the Local Offer with details of support available to families
- Bromley Child and Adolescent Mental Health Teams
- Bromley Educational Psychology Service
- Social Communication Team - Bromley Gateway
- Speech and Language Team
- Occupational and Physiotherapy Teams
- Bromley Specialist Disability Team
- Specialist Medical Care Teams at relevant hospitals (who are working with individual students)
- Bromley Home Tuition Service
- Bromley Respite provisions
- Bromley SEND Advisor
- Bromley Complex Needs Team
- Bromley Inclusion Support Advisory Team
- Any individual or team available to support learning for students in our care

## **18. Partnerships with other schools**

The SENCo liaises with other SENCos – using the Secondary SENCo forums, Bromley SENCo conferences as well as by attending CPD training courses within Bromley run by the SEN Advisors. The SENCo also works in partnership with other SENCos within the Impact Multi Academy Trust.

## **19. Monitoring and Evaluation of this policy**

Ravens Wood School regularly reviews the SEND policy to ensure it continues to meet current legislation and the needs of our students. We do this using the following indicators:

- Accurate recording of the level of academic success, progress and attainment for all students with SEND
- Effective identification of students' needs and appropriate provision to meet the needs of SEND students
- The graduated approach is embedded throughout the school via Quality First Teaching – evidenced through the Teaching and Learning observations conducted by the Teaching and Learning Team.
- Purposeful parental engagement in the learning journey which is recorded and reviewed. This is usually evidenced in meetings with parents / carers.
- Increased level of skill and specialism represented by the school staff via effective in house and external SEND training. Utilisation of specialist knowledge by staff within the Pupil Development team to deliver this in house CPD.
- A sustained offer of support to colleagues on SEND related issues – evidencing the assess, plan, do, review model as outlined in the Code of Practice 2015.
- Number of complaints received.

In association with the Headteacher, the SENCo produces an annual SEND Information Report which is published on the Ravens Wood School website in accordance with the Code of Practice 2015.

## **20. The SEND register**

The SEND register has detailed information about all SEND students and their need(s). Individual Pupil Learning Passports and other SEND recommendation documents (for example, dyslexia strategies) are hyperlinked to the SEND register for EHCP and FIP students for all staff to access. Access arrangements are also noted on the SEND register for teacher information.

## **21. Arrangements for complaints about the provision**

Ravens Wood School values feedback. Please direct all complaints about SEND provision to the SENCo in the first instance and the Headteacher via the complaints procedure outlined on the school website so that they may be swiftly addressed.