

## SEN Implementation Policy and Information Report

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This policy is to be used alongside the NWAT/RSA SEN Policy:

## INTRODUCTION

- 1.1 Our SEN policy and information report aims to:
  - 1.1.1 Set out how our school will support and make provision for pupils with Special Educational Needs and Disabilities (SEND)
  - 1.1.2 Explain the roles and responsibilities of everyone involved in providing for pupils with SEN:
    - 1.1.2.1 Students at The Rudheath Senior Academy (RSA) are encouraged to adopt a 'can do' approach to their learning in order to achieve their full potential, whatever their abilities. We believe in inclusive practice. This means that progress of all young people including those with SEND is the responsibility of all staff. We utilise different approaches to prepare our students for adulthood and independence. This may include support in lessons, devices, small teaching groups and emotional support.
    - 1.1.2.2 The overview of our SEND students is the responsibility of the SENCo (Mrs Katy Davies) who will monitor, coordinate and evaluate provision of these students.
    - 1.1.2.3 At Rudheath Senior Academy we set high expectations on the progress for all pupils. A special educational need is defined in accordance with the 2014 SEN Code of Practice. All pupils are entitled to access the full school curriculum and to take part in every aspect of school life, unless there is a specified modification or disapplication outlined in an individual pupil's Statement of Special Educational Need or EHC (Education, Health and Care) Plan.

## 2. LEGISLATION AND GUIDANCE

- 2.1 This policy and information report is based on the statutory **Special Educational Needs and Disability (SEND) Code of Practice** and the following legislation:
  - 2.1.1 Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.

- 2.1.2 The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report.
- 2.2 This policy also complies with the North West Academies Trust (NWAT) funding agreement and articles of association.

### **3. DEFINITION**

- 3.1 A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- 3.2 Students have a learning difficulty or disability if they have:
  - 3.2.1 A significantly greater difficulty in learning than the majority of the others of the same age, or
  - 3.2.2 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.
- 3.3 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.

#### **3.4 Types of SEND**

- 3.4.1 The term SEND is broken down into four main areas of needs and these covers a wide range of difficulties that Rudheath Senior Academy makes provision for:
  - 3.4.1.1 Cognition and Learning difficulties such as Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Specific Learning Difficulties (SpLD).
  - 3.4.1.2 Communication and Interaction difficulties such as Speech, Language and Communication Needs (SLCN) and Autism Spectrum Condition (ASC).
  - 3.4.1.3 Social, Emotional and Mental Health difficulties such as Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD) and Attachment Disorder.
  - 3.4.1.4 Sensory &/or Physical Needs such as Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI) and Physical Disability (PD).

### **4. ROLES AND RESPONSIBILITIES**

#### **4.1 The Special Educational Needs Coordinator (SENDCO)**

- 4.1.1 Our SENCo and Trust SEN Lead, Mrs Katy Davies is the school SENDCO ([kdavies@rudheathsenioracademy.org.uk](mailto:kdavies@rudheathsenioracademy.org.uk))

4.1.2 They will:

- 4.1.2.1 Work with the Head Teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- 4.1.2.2 Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- 4.1.2.3 Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- 4.1.2.4 Advise on the graduated approach to providing SEN support.
- 4.1.2.5 Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- 4.1.2.6 Be the point of contact for external agencies, especially the local authority and its support services.
- 4.1.2.7 Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- 4.1.2.8 Ensure the school keeps the records of all pupils with SEN up to date.

**4.2 The SEN Governor**

4.2.1 The SEN Governor will:

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

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**4.3 The Head Teacher**

- 4.3.1 The Head Teacher will:
  - 4.3.1.1 Work with the SENDCO and SEN governor to determine the strategic development of the SEN policy and provision within the school.
  - 4.3.1.2 Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

#### **4.4 Class Teachers**

- 4.4.1 Each Class Teacher is responsible for:
  - 4.4.1.1 The progress and development of every pupil in their class.
  - 4.4.1.2 Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
  - 4.4.1.3 Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision.
  - 4.4.1.4 Ensuring they follow this SEN Policy.

### **5. SEN INFORMATION REPORT**

- 5.1 Our school currently provides additional and/or different provision across the four areas of needs, including:
  - 5.1.1 Communication and interaction, for example, autistic spectrum disorder,  
Asperger's Syndrome, speech, and language difficulties.
  - 5.1.2 Cognition and learning, for example, dyslexia, dyspraxia, moderate/severe/profound and multiple learning difficulties.
  - 5.1.3 Social, emotional, and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
  - 5.1.4 Sensory and/or physical needs, for example, visual impairments, hearing impairments and processing difficulties.

## **6. IDENTIFYING PUPILS WITH SEN AND ASSESSING THEIR NEEDS**

- 6.1 We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:
  - 6.1.1 Is significantly slower than that of their peers starting from the same baseline.
  - 6.1.2 Fails to match or better the child's previous rate of progress.
  - 6.1.3 Fails to close the attainment gap between the child and their peers.
  - 6.1.4 Widens the attainment gap.
  - 6.1.5 This may include progress in areas other than attainment, for example, social needs.
  - 6.1.6 Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.
- 6.2 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 pupil and their parents.
- 6.3 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.

## **7. CONSULTING AND INVOLVING PUPILS AND PARENTS**

- 7.1 We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision.
- 7.2 These conversations will make sure that:
  - 7.2.1 Everyone develops a good understanding of the pupil's areas of strength and difficulty.
  - 7.2.2 We take into account the parents' concerns.
  - 7.2.3 Everyone understands the agreed outcomes sought for the child.
  - 7.2.4 Everyone is clear on what the next steps are.

- 7.3 Notes of these early discussions will be added to the pupil's record and given to their parents.
- 7.4 We will formally notify parents when it is decided that a pupil will receive SEN support.

## **8. ASSESSING AND REVIEWING PUPILS' PROGRESS TOWARDS OUTCOMES**

- 8.1 We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.
- 8.2 The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:
  - 8.2.1 The teacher's assessment and experience of the pupil.
  - 8.2.2 Their previous progress and attainment &/or behaviour.
  - 8.2.3 Other teachers' assessments, where relevant.
  - 8.2.4 The individual's development in comparison to their peers and national data.
  - 8.2.5 The views and experience of parents/carers.
  - 8.2.6 The pupil's own views.
- 8.3 Advice from external support services, if relevant. The assessment will be reviewed regularly.

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

## **9. SUPPORTING PUPILS MOVING BETWEEN PHASES AND PREPARING FOR ADULTHOOD**

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



- 9.2 All pupils will have the opportunity to engage in an induction session at their new college(dependent on college plans) as well as open events/meet the teacher events.

## **10. OUR APPROACH TO TEACHING PUPILS WITH SEN**

- 10.1 Teachers are responsible and accountable for the progress and development of all the pupils in their class.
- 10.2 High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.
- 10.3 We will also provide the following interventions:
- 10.3.1 Progress reviews and teacher assessments are formally undertaken in departments every half term.
  - 10.3.2 The progress of children with an EHC Plan will be formally reviewed at an annual review with all adults involved in the child's education.
  - 10.3.3 Parents/Carers will be informed of student progress termly through subject specific data.
  - 10.3.4 Subject teacher input via targeted classroom teaching also known as 'Quality First Teaching'.
- 10.4 For your child, this would mean:
- 10.4.1 The teacher has the highest possible expectations for your child and all students in their class.
  - 10.4.2 That all teaching is based on building on what your child already knows, can do and can understand.
  - 10.4.3 Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.

- 10.4.4 Specific strategies (which may be suggested by the SENDCO or outside staff) are in place to support your child's learning.
- 10.4.5 Your child's subject teacher will have carefully checked on their progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- 10.5 Other interventions may include (but are not exclusive to):
  - 10.5.1 Specific small group intervention.
  - 10.5.2 Specialist Groups or Individual support run by outside agencies.
  - 10.5.3 Extra specialist support from a professional from outside of the school. This may be from the Local Authority, for example, the Communication and Interaction Specialist Teacher Support.
- 10.6 For your child, this would mean:
  - 10.6.1 Your child will have been identified by the school as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
  - 10.6.2 You may be asked to give your permission for the school to refer your child to a specialist professional e.g. CAMHS or Educational Psychologist.
  - 10.6.3 This will help us and yourself understand your child's particular needs in greater depth and the ability to provide the support they need in school.

## **11. ADAPTATIONS TO THE CURRICULUM AND LEARNING ENVIRONMENT**

- 11.1 We make the following adaptations to ensure all pupils' needs are met:
  - 11.1.1 Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
  - 11.1.2 Adapting our resources and staffing.
  - 11.1.3 Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

- 11.1.4 Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## **12. ADDITIONAL SUPPORT FOR LEARNING**

- 12.1 We have a number of Learning Support Assistants who are trained to deliver a variety of interventions such as ELSA/Hearing impaired support/Literacy support.
- 12.2 Teaching assistants will support pupils on a 1:1 basis when required.
- 12.3 Teaching assistants will support pupils in small groups when required.
- 12.4 We also work with external agencies to provide support for pupils with SEN.

## **13. EXPERTISE AND TRAINING OF STAFF**

- 13.1 We have a full time SENDCO who is also part of the Senior Leadership Team of the school.
- 13.2 We have a team of Teaching Assistants who are trained to deliver SEN provision.
- 13.3 We have a full time Children's Advocate working as part of the pastoral team.
- 13.4 We use specialist staff for provisions such as on-site counselling/Alternative Coaching.

## **14. EVALUATING THE EFFECTIVENESS OF SEN PROVISION**

- 14.1 We evaluate the effectiveness of provision for pupils with SEN by:
  - 14.1.1 Reviewing pupils' individual progress towards their goals each term.
  - 14.1.2 Reviewing the impact of interventions.
  - 14.1.3 Using pupil questionnaires.
  - 14.1.4 Monitoring by the SENDCO.
  - 14.1.5 Using provision maps to measure progress.
  - 14.1.6 Holding annual reviews for pupils with EHC plans.

**15. ENABLING PUPILS WITH SEN TO ENGAGE IN ACTIVITIES AVAILABLE TO THOSE IN THE SCHOOL WHO DO NOT HAVE SEN**

- 15.1 All our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- 15.2 All pupils are encouraged to go on our residential trip(s).
- 15.3 All pupils are encouraged to take part in sports day/school plays/special workshops.
- 15.4 No pupil is ever excluded from taking part in these activities because of their SEN or disability.

## **16. SUPPORT FOR IMPROVING EMOTIONAL AND SOCIAL DEVELOPMENT**

- 16.1 We provide support for pupils to improve their emotional and social development in the following ways:
  - 16.1.1 Pupils with SEN are encouraged to be part of the school council.
  - 16.1.2 Pupils with SEN are also encouraged to be part of clubs to promote teamwork/building friendships.
  - 16.1.3 Are encouraged to be a part of the Student Leadership Team.
  - 16.1.4 Are invited to ELSA sessions with our specialist staff.
- 16.2 We have a zero-tolerance approach to bullying.

## **17. COMPLAINTS ABOUT SEN PROVISION**

- 17.1 Complaints about SEN provision in our school should be made to the SENDCO, Mrs Katie Goodwin in the first instance. They will then be referred to the school's complaints policy which is available on our website.
- 17.2 The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children.
- 17.3 They can make a claim about alleged discrimination regarding:
  - 17.3.1 Exclusions.
  - 17.3.2 Provision of education and associated services.
  - 17.3.3 Making reasonable adjustments, including the provision of auxiliary aids and services.

## **18. CONTACT DETAILS FOR PARENTS OF PUPILS WITH SEN**

- 18.1 Mrs Katy Davies – SENCo and Trust SEN Lead  
[kdavies@rudheathsenioracademy.org.uk](mailto:kdavies@rudheathsenioracademy.org.uk)
- 18.2 In the first instance, it may be beneficial to contact your child's Form Tutor to resolve any immediate queries.

## **19. LOCAL AUTHORITY SEND OFFER**

- 19.1 Details of the Cheshire West and Chester Local Authority SEND Offer is available here -<https://www.cheshirewestandchester.gov.uk/residents/education-and-learning/special-educational-needs.aspx>

## **20. MONITORING ARRANGEMENTS**

- 20.1 This policy and information report will be reviewed by the SENDCO annually.
- 20.2 It will also be updated if any changes to the information are made during the year.