



SEND Code of Practice

A revised 'SEN and disability code of practice 0 to 25 years' came into effect on 1 April 2015 and can be found at:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The code of practice sets out guidance on policies and procedures aimed at enabling children and young people with SEN to reach their full potential and support families to do the best for their children. It reflects the provisions of Part 3 of the Children and Families Act 2014 and associated regulations and explains and provides guidance on carrying out the duties in the legislation. The Code of Practice is statutory guidance for organisations who work with and support children and young people with SEN and their parents, such as:

- head teachers and principals
- governing bodies
- school and college staff
- special educational needs (SEN) coordinators
- early education providers
- local authorities
- health and social services staff

All state-funded schools, except special schools established in hospitals, must publish an SEN information report on their website.

The information below is based on the requirements set out in schedule 1 of the Special Educational Needs and Disabilities (SEND) Regulations 2014 and paragraphs 6.79-6.81 of the SEND Code of Practice.



What kinds of special educational needs are provided for a Rumworth School?

Rumworth school is an outstanding (OfSTED October 2018) 11-19 provision for children who have a range of learning difficulties and additional needs. We cater for up to 260 students who have Moderate Learning Difficulties, Severe Learning Difficulties, Complex Needs, Autistic Spectrum Conditions, Hearing Impairment, Visual Impairment, Physical Disability and Social, Emotional and Mental Health Needs. Students access a full curriculum model and a variety of accredited subjects. Within this model students follow a pre-formal, semi-formal and a formal curriculum. Students within the Class-based model are taught predominately by one teacher. There are opportunities for structured play and hands-on experiences, and teaching staff plan and build functional activities into a topic-based approach for curriculum delivery. An alternative curriculum is accessed by pupils who struggle to access our other pathways. These students work in small groups and spend some of their time working with outside providers such as Achieve and Bolton College. We also offer a provision offsite called Lifebridge, for 19-25 students, which focuses on independence and employment. All pupils/students have in place an EHC plan or a Statement of SEN before they start at Rumworth. If you feel this needs adapting and/or updating at any time please discuss this at you son/daughters review meeting or contact your child's SENCo-

- Year 7- Martyn Berry - mberry@rumworth.bolton.sch.uk
- KS3 - Gina Burrows - gburrows@rumworth.bolton.sch.uk
- KS4 - Rebecca Wood - rwood@rumworth.bolton.sch.uk
- KS5 - Emma Brock - ebrook@rumworth.bolton.sch.uk



What is the school ethos/approach to SEN and Disability?

(Reg 3c: In general, how do the school approach the teaching of pupils with SEN/D?)

Our Vision

Supporting young people to be more Confident, Resilient and Independent.

" You can do it, We will help"

Our Mission

We believe that everything we do should start with the young person. For them, we aim to create a happy, safe and effective learning community, in which all stakeholders are valued. We aim to provide our students with a wealth of learning opportunities which will not only give them an enriching school experience, but will also equip our students with the skills to give every young person the chance to progress smoothly towards a life of opportunity.

Inclusion principles

At Rumworth everyone is valued and welcomed as belonging to our school community. Difference and diversity are accepted and nurtured as contributing to all our achievements. We foster participation and mutual respect as part of everyday life in our school.

"Equally different, Differently equal"

At Rumworth School we provide a broad, balanced, differentiated and inclusive curriculum that reflects and actively promotes fundamental British Values. This includes teaching about democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.



How do we identify and assess pupils with SEN?

(Reg 3b: School arrangements for assessing and reviewing the progress of children/young people with SEN)

Pupils/students' needs are identified before they enter Rumworth School. Staff regularly monitor and review the progress and development of all students. Should further needs be identified, or where progress gives cause for concern, we can also access a number of agencies including; school nurse, physiotherapist, occupational therapist, speech and language therapists, CAMHS, social care etc.

If you feel your child's EHC Plan needs adapting and/or updating at any time, you can discuss this with the Headteacher or SENCO anytime. The EHC Plan will formally be reviewed during their Annual Review meeting.

Rumworth school uses the 150 steps to progress to monitor student progress. The 150 steps are an in-house assessment system used to measure progress throughout the year. The steps correlate with NC levels, P Levels, Entry Level and GCSE. Each student has their step recorded three times a year and the results are shared with home. Throughout their time at Rumworth the step data is used to determine expected progress and the level of qualification they are expected to achieve at the end of KS4 and KS5.

As well as the 150 steps to progress other assessment tools are used throughout the year. These include,

- WRAT testing- autumn term
- Spelling tests



	<ul style="list-style-type: none"> - Reading tests- PM Benchmarking system x3 per year - individual targets and target review procedures - liaison between education and other service providers - involvement of students in own target setting and reviews where appropriate - mock exams and practice papers
<p>Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted? (Reg 4- Contact details of the SENCo)</p>	<p>The school has a SENCO for each area of the school. They can be contacted via email or by the school's telephone number 01204333600.</p> <ul style="list-style-type: none"> • Year 7- Martyn Berry- mberry@rumworth.bolton.sch.uk • KS3- Gina Burrows- gburrows@rumworth.bolton.sch.uk • KS4- Rebecca Wood- rwood@rumworth.bolton.sch.uk • KS5- Emma Brock- ebrook@rumworth.bolton.sch.uk
<p>What is our approach to teaching pupils with SEN? (Reg 3c: In general, how do the school approach the teaching of pupils with SEN/D?)</p>	<p>We believe that everything we do should start with the young person. For them, we aim to create a happy, safe and effective learning community, in which all stakeholders are valued. We aim to provide our students with a wealth of learning opportunities, which will not only give them an enriching school experience, but will also equip our students with the skills to give every young person the chance to progress smoothly towards a life of opportunity.</p>



	<p>The school offers a specialised learning environment with a range of different resources to support SEN requirements for all our pupils/students.</p> <p>Our curriculum is personalised to each pupil's individual needs. Pupils have the opportunity to study a range of different subject areas.</p> <p>The school has a horticulture area, a forest schools area, a fishing pond, play equipment, a vast range of ICT equipment. The school has three mini buses and three cars to support our outdoor learning curriculum.</p> <p>In September 2018 Rumworth opened a new multi-million pound extension. This extension included ten new classrooms, two new science labs, a hydrotherapy pool and our own school canteen.</p>
<p>How do we determine the level of support a pupil receives?</p>	<p>Your child's EHC plan, issued by the Local Authority, will determine the level of support needed. When the Local Authority consult with us regarding the appropriateness of admission, senior leaders will determine which class group would best meet the needs of the student.</p> <p>Our classes are generally classes of 8-12 pupils with one or two full time teaching assistants. For those students where assessments and tracking indicate additional support maybe required, discussions are held between the class teacher and senior leaders to determine what this might be. Typically, this support continues to be provided from within the class team, but may be targeted at specific times, i.e. break times. Parents / carers will be involved in discussions.</p> <p>If the evidence suggests that even higher levels of support / reduced ratios maybe required, this is agreed by senior leaders to</p>



determine if the support can be provided from within the schools resources. (Due to the high levels of staffing in each class this is not required very often). In extreme circumstances, we may request additional support be provided from the Local Authority.

Examples of our WHOLE SCHOOL approach to supporting students:

- Differentiated lessons
- Out of School activities to support and develop progress
- Key stage/department planning
- Ongoing assessment, tracking and monitoring
- Positive behaviour management
- Excellent ICT resources including iPads/communication aids/white boards/ promethean boards in all classes.
- Multi-agency meetings
- Risk Assessments relating to specific activities



- *In light of COVID19 the school has a designated home learning co-ordinator who ensures all students have access to home learning in the event of closure and self-isolation.*

INDIVIDUAL/GROUP TARGET SUPPORT :

- English and Maths support groups
- Individual one page profile for every student.
- Communication passports
- Communication systems i.e. PECS / IPad
- Visual timetables
- Specific Behaviour Programmes
- Strategies to support behaviour
- Sensory diets
- Individual Health Care Plans
- MAPA Strategies



	<p>Pastoral intervention</p> <p>Choices are built into the school day across the full range of activities and for students of all abilities, the impact being that this promotes independence and raises levels of self-esteem with students being encouraged to take responsibility for their own behaviour. Students have strong relationships and are respectful of each other. This encourages an interest in improving communication skills as well as developing a multi- sensory approach.</p>
<p>How do we adapt the curriculum and learning environment? (Reg 3D)</p>	<p>Rumworth School follows the National Curriculum to ensure all pupils/students are able to learn and make progress. Our school curriculum is split into three strands; Transitional Curriculum, class based Curriculum and the Personalised Provision. This approach ensures all students are accessing work that is suitable and challenging. Students are taught a range of different subjects by subject specialist SEN teachers.</p> <p>The school will also purchase equipment to enhance the learning experiences for our students such as ICT equipment, interactive equipment, braille printers, communication aids etc.</p> <p>Our students are expected and encouraged to be as independent as possible and carry out class responsibilities.</p> <p>As our students move through the school they complete a range of external qualifications which prepare them for moving onto college, employment and independence.</p> <p>Our sixth form curriculum has a focus on preparation for employment and independence.</p>



	<p>Our sixth form students attend work experience or work simulation at least once a week. The curriculum is split into academic and vocational lessons, which enables our students to continue studying functional skills maths and English while focusing on a vocational area that interests them. Students select from two different vocational pathways. Students have the opportunity to work in a bistro/the school canteen or in our Horticulture area.</p> <p>The school is constantly progressing and evolving to ensure all students have the opportunity to reach their potential. In 2020 a new pond was built to allow our students to access fishing sessions. As part of their lessons, sixth form students were involved with the whole process. This academic year classes are being allocated a small allotment plot which they can develop and grow items. A further addition is the school's Forest Schools area. Each area of the school is allocated a day to visit the new area and take part in exciting activities such as making fires, shelters and cooking outdoors.</p>
<p>Can my son/daughter access external activities? (Reg 3f)</p>	<p>All students are given the opportunity to access out of school activities throughout the year. These include visits to High Rid, sporting competitions and events, parks, Cake and Bake Show, cafes, museums etc. Some of our students attend a residential trip. All trips are processed through EVOLVE and have a written and agreed risk assessment.</p>



<p>How do we enable pupils with SEN to engage in activities with other pupils and adults who do not have SEN? (Reg 3f)</p>	<p>All pupils'/students' attending Rumworth have an Educational Health and Care Plan. Students regularly attend off site trips in the local community. Recently Pike Lane Primary attended a collaboration project with Rummies Bistro. Collaborative projects have been set up between local primary and secondary schools as well as a local care home.</p>
<p>How do we consult parents of pupils with SEN and involve them in their child's education? (Reg 7- School arrangements for consulting the parents of children and young people about, and involving them in the education of their child.)</p>	<p>All members of teaching staff are happy to meet parents/carers to discuss any matters around your child's education. This can be done via the school planner, telephone or in a face-to-face meeting. It is important that our parents feel confident and able to approach the school so together we can offer the appropriate learning experience for each individual to develop to their full potential.</p> <p>Twice a year parents evenings take place as well as each students EHCP review.</p> <p>We welcome family involvement in our school. All students have a home/school diary ensuring a two-way link between home and school. The school invites families to achievement assemblies throughout the year. Parents are encouraged to support students when they are completing homework activities. The schools Facebook and Twitter accounts are a key communication aid for parents. Rummies Bistro invites parents in to magic breakfast mornings, parents' lunches and Btec exams. Parents are invited to school performances at Christmas and summer. Parents are encouraged to contact the school with any queries.</p>
<p>How do we consult pupils with SEN and involve them in their education? (Reg 8- School arrangements for consulting and involving children and young people in their own education.)</p>	<p>All students are encouraged to be involved with their education. Rumworth school has a well-established School Council, which regularly holds meetings. Our students are involved with the EHCP review process by completing the student advice and attending the</p>



	<p>review. In KS4 and KS5 our students choose their own options and are encouraged to set their own targets to help them take some responsibility for their progress.</p>
<p>How do we assess and review pupils' progress towards their outcomes? (Reg 2)</p>	<p>Parents can discuss their students' progress at Parents Evenings, the Annual Review and on a day-to-day basis via the home/school diary. Rumworth School have devised their own assessment system (150 steps to Progress) which ensures students are monitored closely and assessment can be demonstrated and tracked. In addition, each department has its own tracking plan that fits into the school system.</p>
<p>How do we support pupils moving between different phases of education? (Reg 12)</p>	<p>The transition process starts with a visit from the parents and prospective students. This gives parents the opportunity to see the school in action and ask any questions. Once a child has been through panel and offered a place at Rumworth, they are visited by the schools transition lead and invited to taster sessions in the summer term to familiarise themselves with key staff, the new environment and give the opportunity to make new friends. If students require additional transition sessions these can be arranged with our schools transition lead.</p> <p>If a student intends to transfer to another establishment, we will help arrange transition visits to ensure the process is smooth.</p>
<p>How do we support pupils preparing for adulthood? (Reg 12)</p>	<p>At Rumworth School we are determined our students are given the best opportunities to prepare for their next steps in life. Throughout the curriculum, many opportunities are given to develop self-help and</p>



	<p>independence skills. The chance to develop life skills is given throughout our student's time at Rumworth.</p> <p>There are many opportunities for work experience and transition into college during sixth form.</p> <p>Our school works very closely with Connexions to prepare for life beyond Rumworth. Connexions are in school every Friday to offer targeted independent career advice with students.</p>
<p>How do we support pupils with SEN to improve their well-being and emotional and social development? (Reg 3g: in particular the development of their social and emotional skills.)</p>	<p>Rumworth School has a pastoral and safeguarding team that work closely to ensure our students are safe and happy. Our pastoral team run student intervention sessions linked to well-being, bullying and personal care.</p> <p>Key members of the staff within school are mental health first aiders and can provide staff and students with strategies to help manage their mental health and well-being.</p> <p>Mental Health first aider (students)- R Wood Mental Health first aider (students)- M Middlebrough Mental Health first aider (staff)- G Fowler</p>
<p>What expertise and training do our staff have to support pupils with SEN? (Reg 5)</p>	<p>At Rumworth school we are constantly reviewing our training packages to ensure the needs of all our students are met.</p> <p>Whole staff training:</p> <ul style="list-style-type: none"> ● Safeguarding ● Health and Safety ● ICT ● Communication ● ASD ● Induction programme for all new staff



	<ul style="list-style-type: none"> ● Statutory Inset days ● Curriculum development <p>Individual/Group target support:</p> <ul style="list-style-type: none"> ● Administration of medicines ● Phonics ● Mentoring <p>Weekly trainee teacher/NQT meetings</p>
<p>How will we secure equipment and facilities to support pupils with SEN? (Reg 6)</p>	<p>The school has many resources that allow us to support pupils/students effectively. Specialist resources are purchased when required to ensure individuals' needs are met. Many students have specific pieces of equipment (wheelchair, standing frames, communication aids etc) and these are used in accordance to the advice we receive.</p>
<p>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families? (Reg 10)</p>	<p>All staff at Rumworth work together to ensure all students needs are met. Additional specific advice is taken from</p> <ul style="list-style-type: none"> ● Speech and Language therapists ● Occupational Therapists ● Visual impaired support service ● Hearing support service ● Physiotherapists ● School Nurse ● Complex Medical Team ● Paediatricians ● Educational Psychologists ● Social Care services ● Connexions



	<p>Transport is provided by Bolton LA. We have an excellent relationship with our drivers and escorts to ensure our students are safe on their journey to and home from school.</p> <p>Many sixth form students have access to work placements. We work closely with a variety of employers who provide an excellent provision for our students.</p>
<p>How do we evaluate the effectiveness of our SEN provision? (Reg 3a)</p>	<p>When possible all provisions are assessed using pre and post standardised assessment methods. During every assessment period, the strand leads and assessment lead analyses data from teachers to assess the impact of teaching and interventions.</p>
<p>How do we handle complaints from parents of children with SEN about provision made at the school? (Reg 9- Detail the complaints procedure detailed by the governing body.)</p>	<p>Initially, if you have any concerns about your son/daughters SEN provision, you should contact the school. The school will then direct you to the appropriate person.</p> <p>Where necessary, parents/carers will be supported in raising their concerns or complaints to the Local Authority and fully informed of the SEN Disagreement Resolution Procedures and SEN Tribunal Procedures. Information regarding the external support groups such as the Information Advice Service will also be made available.</p>
<p>Who can young people and parents contact if they have concerns? (Reg 11- contact details of support/groups for parents of pupils with SEN, for example parent partnership.)</p>	<p>Parents/carers can contact the Bolton Information Advice Service (formerly Parent Partnership) should they need support from outside the school. They can be contacted at: Bolton Information Advice Service, Children's Opportunity Group,</p>



	<p>Lowndes Street, Bolton, BL1 4QB</p> <p>Telephone 01204 848722</p>
<p>What support services are available to parents and my child? (Reg 11- contact details of support/groups for parents of pupils with SEN, for example parent partnership.)</p>	<p>The school has an extensive list of support services available in the local area. Please contact T Grundy on 01204 333600</p>
<p>Where can the LA's local offer be found? How have we contributed to it? (Reg 13- details of where the local offer is published)</p>	<p>Bolton Local Authority has published their details of the Local Offer on the following website: http://www.localdirectory.bolton.gov.uk/send.aspx</p>
<p>How are the needs of students met who are isolating due to COVID?</p>	<p>Students are regularly contacted by their key members of staff throughout the isolation period. Work is provided virtually or as a home learning pack dependent on the student's needs.</p>



Area of Need	Wave 1- All pupils	Wave 2- Some pupils	Wave 3- Few pupils
<p>Cognition and Learning</p>	<p>One page profiles Differentiated curriculum planning, activities, delivery and outcome TA in all classes In class targeted teacher support Increased visual aids/modelling Visual timetables Illustrated/ ACE dictionaries Use of writing frames Access to ICT Modified curriculum pathways Revision classes for GCSE Opportunity to access a range of academic and vocational courses Outdoor learning Connexions Forest schools</p>	<p>Exam booster classes In class support from a TA Increasingly individualized timetable Guided reading within lessons Access arrangements in place for KS4 and KS5 exams Class based with one consistent teacher Access arrangements KS4 and KS5</p>	<p>Small group/ 1:1 literacy/numeracy support with a HLTA Alternative accreditation/vocational courses Pre-entry level curriculum pathway curriculum pathway Ed psych involvement</p>
<p>Communication and Interaction</p>	<p>One page profiles Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language, key words Increased visual aids/ modelling etc. Visual timetables Use of symbols</p>	<p>In class support with focus on supporting speech and language ICT- use of I Pad Road safety awareness lessons Stranger danger awareness</p>	<p>Small group or 1:1 sessions for speech and language Social skills groups Personalised speech and language strategies used throughout all classes Supported sign Visual organizer Advice from EP/Specialist teacher</p>



	<p>Structured school and class routines</p> <p>Whole school speech and language strategies used in lessons.</p> <p>Outdoor learning</p> <p>Connexions</p> <p>Forest schools</p> <p>Reward assembly</p>		<p>Ed psych involvement</p>
<p>Social, Emotional and Mental Health</p>	<p>One page profiles</p> <p>Whole school behaviour policy</p> <p>Whole school rules</p> <p>Whole school reward and sanctions systems</p> <p>Circle time</p> <p>Lunchtime clubs</p> <p>PSHE focused work</p> <p>PLIMS sessions</p> <p>Reward assembly</p> <p>Mental lead and mental health first aiders and lead within school</p> <p>Student mental health ambassadors</p> <p>Outdoor learning</p> <p>Connexions</p> <p>Forest schools</p> <p>Reward assembly</p>	<p>Group circle time</p> <p>KS4 and KS5 work related learning- Horticulture, Bistro and canteen</p> <p>In class support for supporting behaviour- targets, access and safety</p> <p>Additional tutor group support</p> <p>Yoga</p> <p>Time to Shine- Drama group</p> <p>Hydrotherapy pool</p> <p>Pastoral Intervention Groups</p> <p>Outdoor Education</p>	<p>Small group or 1:1 support for social skills</p> <p>Individual support or mentoring</p> <p>Individual reward system</p> <p>Anger management</p> <p>Peer mentoring</p> <p>Advice from EP/ specialist teacher</p> <p>Ed psych involvement</p> <p>Pastoral daily support e.g. mentoring, meet and greet</p> <p>Time- out</p> <p>Counselling sessions</p> <p>Ed psych involvement</p>



<p>Sensory and Physical</p>	<p>One page profiles Flexible teaching arrangements Staff aware of implications of physical impairment Writing slopes Pencil grips Brain gym Improved accessibility of building Moving and handling training Outdoor learning Connexions Forest schools Reward assembly</p>	<p>Additional fine motor skills practice In class support for supporting access and safety Hydrotherapy pool HI teacher VI teacher Specialist equipment Irlens overlays</p>	<p>Individual support in class during appropriate subjects and times of the day e.g. Science, Technology, PE and lunchtime Physiotherapy programme Occupational therapy programme Use of appropriate resources e.g. radio aids Advice from EP/ Specialist teacher Signage Ed psych involvement</p>
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