



Ribston Hall High School

Special Educational Needs & Disability / Additional Educational Needs Policy and Information Report

Date of Policy:	January 2019
Persons Responsible:	Headteacher and SENCO
Date of next review:	January 2020

Rationale

Ribston Hall High School is committed to providing high quality education for all of its students. It seeks to offer appropriate, stimulating and enriching opportunities to challenge all students, some of whom may have additional educational needs or special educational needs or disabilities. The School adheres to the SEND Code of Practice 2015.

Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN);
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN.

Working together with parents and students, all staff and governors will:

- provide access to a balanced and broadly-based curriculum and set suitable learning challenges for students;
- encourage students with identified additional educational needs, special educational needs and/or disabilities to engage in all school activities together with all students;
- help students to overcome any potential barriers to learning, assessment or wider school activities;
- respond to the diverse learning needs of students.

Ribston Hall High School welcomes applications from all students, including those who may have additional or special educational needs in line with our Admissions Policy as a selective school.

Ribston Hall High School is inclusive. Where a student has an additional educational need or a special educational need or a disability the School will make all reasonable adjustments to accommodate their needs.

Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice \(2015\)](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

Definitions

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

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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

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.

Roles and responsibilities

The SENCO

The SENCO is **Mrs Carolyn Ford**.

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school;
- 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;
- 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;
- Advise on the graduated approach to providing SEN support;
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Be the point of contact for external agencies, especially the local authority and its support services;

- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned;
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Ensure the school keeps the records of all pupils with SEN up to date.

The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings;
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this;
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

The Headteacher

The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school;
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class;
- Working closely with specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision;
- Teachers will have high expectations of students with AEN/SEN and their rate of progress will be in line with expectations.
- Ensuring they follow this SEN policy.

SEN information report

Provision for students with SEND:

When identifying a student's particular area of special needs, the Head of Year and SENCO will identify this together using the Local Authority's guidance. Ribston Hall High School currently provides additional and/or different provision for a range of needs, including:

- **Communication and interaction**, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- **Cognition and learning**, for example, dyslexia, dyspraxia,
- **Social, emotional and mental health difficulties**, for example, attention deficit hyperactivity disorder (ADHD),
- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Identifying pupils with SEN and assessing their needs

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:

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

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

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

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. 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.

Who to contact if you are concerned: The first point of contact for concerned parents is always the Head of Year.

Identifying Additional Educational Needs:

Teachers who have concerns that a student may have AEN will refer their concern to the Head of Year. A discussion with the School's Special Educational Needs Co-ordinator will confirm the level of need. If the student is identified as having AEN then they will be placed on the School's AEN Register, appropriate reasonable adjustment will be put in place and the student will be monitored.

Identifying Students with Special Educational Needs:

Where a student is causing greater concern, the teacher/s will alert the Head of Year and, together with the SENCO, a holistic approach to improve outcomes for a student will be agreed and this will be discussed with the parents. All factors should be taken into consideration that may be preventing a student from making progress. The best approach is to make appropriate adjustments to meet the student's needs and monitor closely over time. The procedure for identifying students with SEND is as follows: **Assess - Plan - Do - Review**. Following a review, if the difficulties continue then the student should be considered for being placed on the school's SEND register. Discussions with the parents must take place and parents must be informed if their child is placed on the SEND register. The School will inform the parents of the reasonable adjustments being put in place to meet their daughter/son's needs.

Most students with SEND will receive the majority of their learning through high quality teaching appropriately differentiated to meet their needs.

As required by the SEND Code of Practice the School is required to make "Reasonable Adjustment" to meet the needs of a student with SEND. This can take many forms and will depend on the needs of the student. The School will be creative when identifying appropriate "Reasonable Adjustment." Those students requiring a high level of "Reasonable Adjustment" may have a **My Plan** put in place which will identify outcomes and provision. This will facilitate closer monitoring of progress.

The teachers, Head of Year and the SENCO will be responsible for tracking the progress of SEND students and Student Progress meetings will include discussion around the progress of SEND students.

Some students with SEND may need "Reasonable Adjustment" in the form of being withdrawn from class for regular additional targeted intervention in small groups or 1:1 to secure good or better progress. Additional targeted interventions will be "*additional to and different from*" normal provision within the class. However additional targeted intervention does not replace high quality class teaching. The additional targeted intervention must complement and not interrupt high quality class teaching.

Appropriate additional targeted intervention will be implemented following a professional discussion between the teacher/s, Head of Year and the school's SENCO.

The teacher/s will ensure they are fully aware of the additional targeted interventions being provided for their students with SEND.

The SENCO will be responsible for monitoring the impact of these additional targeted interventions. If the selected intervention is not impacting then this will be adjusted appropriately to ensure the students with SEND are being appropriately targeted to make progress.

A small number of students with SEND may still struggle despite high quality teaching and ongoing reasonable adjustments. For these students the SENCO may consider requesting professional advice from various external support agencies. For a student of significant concern, the agencies may work together with the parents to write a **My Plan Plus** to provide holistic support for the student. This may involve a range of agencies.

A minority of students with very complex SEND may continue to have significant difficulties accessing their learning despite the involvement of outside professional agencies. Such students may require an exceptionally high level of additional support in order to access the mainstream school day. These students will require a co-ordinated assessment of their special needs. This is called a Statutory Assessment which is undertaken by the Local Authority and the outcome may result in the issuing of an **Education, Health and Care Plan (EHC)**. The SENCO will discuss the possibility of such an assessment with the parents of the student with complex SEND and the Educational Psychologist and/or Advisory Teacher. A Statutory Assessment involves multiple agencies.

For those students with an EHC the Local Authority and the School will ensure that the student's complex needs are met in accordance with the EHC Plan.

Students with the old style Statement of SEND will have these changed into an EHC Plan on a graduated basis as advised by the Local Authority.

In very exceptional circumstances, the School, despite every effort, may be in the position of being unable to meet the needs of a student with complex special needs within our mainstream setting. In this situation, the School will discuss a way forward with parents, professionals from the support services and the Local Authority supporting the EHC Plan. This may involve considering an alternative more appropriate school placement. The centre of these discussions will revolve around what is best for the student. However, parents make the final decision on this matter.

Consulting and involving pupils and parents

The School encourages all parents to attend consultations with their daughter/son's teachers to support their learning. These consultations are an opportunity for school staff involved to listen to the parents as well as share information. Early discussions with the student and their parents will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents if it is decided that a pupil will receive SEN support.

When all the adults work together as a team to support a student's learning their progress increases. For students with the highest special needs additional meetings will be offered in the form of Structured Conversations. The parents' contribution to a Structured Conversation is very important. The outcomes of a Structured Conversation will be recorded in the My Plan document or the My Plan Plus documents.

Students with an EHC Plan are required to have an annual review to which the parents, Head of Year, SENCO plus external professionals and the student are invited to attend.

Individual Health Care Plans. For students with Medical or Health Needs the school will draw up an Individual Health Care Plan (IHCP) with the student, parents and health care officials.

Children in Care (CIC): The Designated Teacher for Children in Care will work closely with the SENCO for any CIC that may have AEN/SEN.

The Local Offer: Gloucestershire Local Authority will make available a Local Offer, which will guide parents of students with special needs to the local services available, which can offer support. It can be found at this website address:

<https://www.gloshomesdirectory.org.uk/kb5/gloucs/gloshomes/family.page?familychannel=2>

Assessment, Tracking and Provision Mapping

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The subject teachers will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

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

The assessment will be reviewed regularly. Monitoring of any additional targeted interventions will be ongoing. To measure progress SEND have their progress closely tracked. This will enable the targeted interventions to be adjusted appropriately.

Mapping of the provision in place for students will be managed by the SENCO.

Supporting pupils moving between phases and preparing for adulthood

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

The SENCO will set up transition meetings with primary school settings and Post 16 settings to ensure a smooth transition for SEND students.

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions and adaptations to ensure all students' needs are met:

- 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.

- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Expertise and training of staff

Our SENCO has nearly three years' experience in this role. They have completed the necessary NASENCO qualification.

They are allocated 10 hours a week to manage SEN provision.

In the last academic year, staff have been trained in Quality First Teaching and Mental Health First Aid during INSET sessions. Staff groups are given tailored advice on how to support individual students. Our Educational Psychologist has worked with a group of staff to support students with Dyslexia.

We use specialist staff for assessing need and implementing support plans. The Advisory Teaching Service support us with individual students. In addition, our experienced Educational Psychologist provides formal assessment and guidance and we work closely with CYPS.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term;
- Reviewing the impact of interventions regularly;
- Using pupil questionnaires;
- Monitoring by the SENCO;
- Using provision maps to measure progress;
- Holding annual reviews for pupils with statements of SEN or EHC plans.

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

There are no barriers to pupils with SEN enjoying the same activities as other students in our school. All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All students are encouraged to go on our residential trips are encouraged to take part in sports day/school plays/PSHE workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

All students who meet the entrance criteria are eligible for a place at Ribston Hall and their needs will be met regardless of their disability. A meeting with the SENCO is essential to plan for a successful transition and to discuss and agree any support required for each individual.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council, clubs and sports to promote teamwork/build friendships etc.

Parents of students with SEND worry that their child may be vulnerable to bullying. We have a zero tolerance approach to bullying. On the rare occasion of this happening, the school will deal with any evidence of genuine bullying swiftly and effectively.

Working with other agencies

Ribston Hall High School involves other bodies, including health and social care; early help provision and other local support services, in meeting pupils' SEN and supporting their families.

Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

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. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Links with other policies and documents

This policy links to our policies and documents on:

- Accessibility plan
- Admissions Policy
- Anti-Bullying Policy and Procedures
- Behaviour
- Complaints Policy and Procedures
- Equality information and objectives
- Offer of Early Help
- Parent Information about SEND
- Safeguarding and Child Protection Policy
- Supporting pupils with medical conditions

This Policy will be reviewed annually. It will be approved by the governing board.

Approved by Governors 28th February 2019