



Ribston Hall High School

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

Date of Policy:	February 2022
Persons Responsible:	Headteacher and SENCO
Date of next review:	February 2023

Rationale

Ribston Hall High School is committed to providing high quality education for all 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. Our aim is to ensure that students with SEND make the same levels of progress as the rest of the school cohort and that any attainment gaps are addressed through a robust and effective approach to SEND.

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 students with special educational needs (SEN).
- Explain the roles and responsibilities of everyone involved in providing for students with SEN.

Working together with parents/carers 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 students 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 student 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 most 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 Special Education Needs Coordinator (SENCO)

The SENCO is **Mr Andy Barnard**. He can be contacted via his email address: ab@ribstonhall.gloucs.sch.uk

The SENCO will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and its 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 students with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that students 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 students' 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 students and their parents/carers 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 regarding reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all students with SEN up to date.

The SEN governor is Mrs F. White

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 student 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 student's progress and development and decide on any changes to provision.

Class teachers will:

- Follow the guidance on student support plans or EHCP's as appropriate.
- Demonstrate high expectations of students with SEN and ensure their rate of progress is in line with all students within the cohort.
- Ensure 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 (SEMH)**, for example, attention deficit hyperactivity disorder (ADHD),
- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

The school have developed a graduated pathway to support students with SEMH through a school led counselling service. Referrals are made into the service by heads of year, where the wellbeing lead and the SENCO assess the level of need and refer into the most appropriate service. Services in house include pastoral support, one to one sessions with the School Counsellor or Art therapy sessions. Referrals can also be made to external agencies through this process. More information on the wellbeing and mental health support can be found [here](#).

Identifying students with SEN and assessing their needs

We assess each student's current skills and levels of attainment on entry using their CAT and KS2 data. This builds on previous setting information and Key Stages, where appropriate. We do not carry out screening tests for students upon entry to the school. Some students join RHHS with SEND already identified.

Transition meetings help to identify and explore a student's needs and the necessary support required before a student joins the school. Whether a transition meeting is necessary will be identified via communication between schools.

During each academic year there are four assessment points offered across all Key Stages. At each diagnostic assessment point, both the SENCO and pastoral year teams will analyse the data produced and seek to identify emerging patterns that may lead to SEN concerns being raised through the Ribston Cognitive Qualities data (Y7-13) as well as PPG's and Target Grade information (Y10-13) as explained in our assessment policy. This data analysis will highlight students who's progress:

- Is significantly lower than that of their peers starting from the same baseline
- Fails to match or better the students' previous rate of progress
- Fails to close the attainment gap between the student 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 student is recorded as having SEN.

Parents/carers or students can also raise concerns regarding SEND with either the Head of Year or SENCO.

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 student and their parents/carers. 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.

When identifying a student's particular area of SEND, the Head of Year and SENCO work together using the Local Authority's guidance.

<https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=329>

Consulting and involving students and parents/carers

The School encourages all parents/carers 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/carers as well as share information. Early discussions with the student and their parents/carers will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We consider the parents'/carers' 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 student's record. The School's SENCO will confirm the level of need, write a support plan if required, share with the teaching staff and discuss with the student and parents/carers.

We will formally notify parents/carers if it is decided that a student will receive SEN support. The student will then be added to the School's SEND register, parents/carers will be informed, and appropriate reasonable adjustment will be put in place and the student monitored. Parents/carers will be given a copy of the Student Support Plan, which is reviewed regularly and updated annually or more frequently, as required. The SENCO will meet with students at least three times a year to review the support in place.

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'/carers' 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/carers, Head of Year, SENCO plus external professionals and the student are invited to attend.

Who to contact if you have concerns?

The first point of contact for concerned parents/carers is the Head of Year. Parents/carers can also contact the SENCO directly.

Slower progress and/or lower attainment will not automatically mean a student is recorded as having SEN.

Identifying Students with Special Educational Needs - Assessing and Reviewing Outcomes

Where a student is not making expected progress and this is causing concern, the teacher will alert the Head of Year and the SENCO through a referral form available on the staff dashboard. Parents can also raise concerns directly with the SENCO.

When deciding whether special educational provision is required, the SENCO will undertake an investigation around the issues raised and will review the student's assessment and progress data and ascertain if they are making expected progress. We will also listen to the concerns of the parents and the voice of the child. We will also consider carrying out testing where appropriate by external agencies. This information will determine what support, if any is required outside of the school's core offer and will form the basis of a Student Support Plan if additional support is needed.

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/carers must take place and parents/carers must be informed if their child is placed on the SEND register. The School will inform the parents/carers of the reasonable adjustments being put in place to meet their daughter/son's needs.

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

Teachers, the Head of Year and the SENCO will be responsible for tracking the progress of SEND students. SEND Student Review meetings will include discussion around the academic progress of SEND students.

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. These needs will be documented in a Student Support Plan, or My Plan for additional support if necessary.

The teacher/s will ensure they are fully aware of an additional intervention being provided for their students with SEND, and will have access to all Student Support Plans via the staff dashboard.

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/carers 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 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/carers 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/carers, 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/carers make the final decision on this matter.

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/carers, and health care professionals as appropriate.

Children in Care (CIC): The SENCO (who is also the designated teacher for CIC) will work closely with the Head of Year, safeguarding team and external agencies for any CIC that may have AEN/SEN.

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

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

Supporting students 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/carers and student's 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. Careers Action Plans will be drawn up for students in Y11, and this information will be shared with post 16 providers, or other institutions as required.

Our approach to teaching students with SEN and adaptations to the curriculum

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

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

- Differentiating our curriculum to ensure all students can 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, AVI (robot) 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 newly appointed SENCO embarked on the NASENCO qualification, using a national provider to ensure that examples of best practice across the country are used in work within school.

Ensuring quality-first teaching is one of our highest priorities and our teaching and learning strategy places this at its centre. Evidence-informed practice is disseminated to staff regularly through our programme of In-Service Training (INSET).

INSET training has taken place for all teaching staff and utilised the Education Endowment Foundations guidance report for SEN in Mainstream Schools.¹

¹ [EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf \(d2tic4wvo1iusb.cloudfront.net\)](#)

This training focused on curriculum sequencing for SEND students, and centred on the expectations of staff around three of the main recommendations:

- Creating a positive and supportive environment for all students without exception
- Building on holistic understanding of your students and their needs
- Ensuring all students have access to high quality teaching.

Supplementary training for staff teaching students with Autism has also been offered with a plan for further bespoke staff training.

The school uses specialist staff for assessing need and implementing support plans such as the Advisory Teaching Service who support us with individual students. In addition, our experienced Educational Psychologist provides formal assessment and guidance. The school works closely with Gloucester Hospital Education Service, CAHMS, TIC+ and other agencies across the county.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals each term.
- Reviewing the impact of interventions termly with students and parents.
- Using student and parent questionnaires.
- Holding annual reviews for students with statements of SEN or EHC plans.

The SEND Development plan is monitored by both the Headteacher and the Trustee responsible for SEND and success criteria and review of outcomes are analysed through the performance management system.

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

There are no barriers to students with SEND enjoying the same activities as other students at Ribston Hall. All of our extra-curricular activities and school visits are available to all our students, including lunchtime and after school clubs.

All students are encouraged to attend our residential trips and to take part in activities such as House events, Sports Day, Sports matches, Performing Arts events, school productions, PSHE workshops, Wellbeing events and Duke of Edinburgh etc. As part of the Trips and Visits protocol, the SENCO is invited to make contact with parents to ensure that their needs are met and supported.

No student is ever excluded from taking part in activities because of their SEN or disability. Additional provision will be put in place to ensure that students with SEND / AEN are able to engage fully with activities that are offered by the school.

Children with a Statement of Special Educational Needs (SEN) or Educational Health Care (EHC) Plan naming Ribston Hall High School

Children who have a Statement of Special Educational Needs (SEN) or Educational Health Care plans (EHC) are placed in schools according to the arrangements set out in the SEN Code of Practice and not through any admission criteria. Children will have to be assessed as having sufficient academic ability by the LA in consultation with Ribston Hall High School.

Support for improving emotional and social development

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

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

Parents/carers of students with SEND sometimes 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 works with other bodies, including health professionals and Children's Services, Early Help provision and other local support services, in meeting students' SEND and supporting their families.

In addition, our experienced Educational Psychologist provides formal assessments and guidance. We use specialist staff for assessing need and helping to implement support plans, such as the Advisory Teaching Service and Occupational Therapy.

We work closely with CAMHS (Child and Adolescent Mental Health Services), TIC+ (Teens in Crisis) and Trailblazers (mental health support in schools and colleges).

Concerns about SEN provision

Concerns about SEN provision in our school should be made to the SENCO in the first instance. The school will aim to resolve issues that have been raised. If parents/carers remain unhappy with the school's response, they will then be referred to the school's Complaints policy.

Contact can be made with the SENCO via email: ab@ribstonhall.gloucs.sch.uk

The parents/carers of students 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

The Local Authority Local offer

We work closely with the local authority agencies, such as the advisory teaching service and the early help team in line with the local authority's local offer, which is published [here](#).

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/Carer Information about SEND
- Safeguarding and Child Protection Policy
- Supporting students with medical conditions
- Mental Health & Emotional Wellbeing Policy

This Policy will be reviewed annually. It will be approved by the Board of Trustees.

SEND Statement – COVID-19 / Lockdown Addendum

At Ribston Hall we understand that lockdowns due to the pandemic and subsequent remote learning has been very challenging for some SEND students. Staying at home can be even more disruptive for students with Special Educational Needs and disabilities. We want to ensure that home learning is meeting the needs of all students and that they are receiving the support they need.

If there are further lockdowns where remote learning is necessary, the SENCO will make regular contact with students and parents/carers via email and telephone to monitor their access to remote learning and ensure that they are being offered the support they are entitled to. If access to the on-site learning provision would be appropriate, the offer will be extended to SEND students.

The SENCO will continue to meet regularly with each Head of Year and Curriculum Leads to discuss and monitor remote learning to ensure that appropriate support is in place for each child with a Student Support Plan. The SENCO will also continue to provide middle managers and teachers with advice and guidance to ensure that staff are confident in providing adequate support for AEN and SEND students.

We recognise that parents and carers can only do their best to help and support their children with their learning while they are at home. Here is a list of online resources for parents/carers and teachers:

- [coronavirus educational resources](#) from The Sensory Projects
- [SEND-specific resources for learning from home](#) from Tech Ability
- [advice on supporting children with a learning disability or autistic spectrum disorder \(ASD\)](#) from the Council for Disabled Children
- [recommendations on special educational needs](#) from the Education Endowment Foundation