



Ribston Hall High School

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

Date of Policy:	February 2023
Persons Responsible:	Headteacher and SENCO
Date of next review:	January 2025

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 RHHS provides exceptional provision for SEND students to ensure they make the same levels of progress as the rest of the school cohort and that any identified 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 trustees 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.

Disability

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities. The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time. Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Communication and interaction. Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.

Cognition and learning. Pupils with learning difficulties usually learn at a slower pace than their peers.

A wide range of needs are grouped in this area, including:

- Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia
- Moderate learning difficulties
- Severe learning difficulties
- Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

Social, emotional and mental health. These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:

- Mental health difficulties such as anxiety, depression or an eating disorder

- Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder
- Suffered adverse childhood experiences

These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

Sensory and/or physical. Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.

Pupils may have:

- A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment
- A physical impairment

These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

Roles and responsibilities

The Special Education Needs Coordinator (SENCO)

The SENCO is **Mr Andy Barnard**. He can be contacted in school via email (ab@ribstonhall.gloucs.sch.uk).

They will:

- Work with the headteacher and SEN trustee to determine the strategic development of the SEN policy and provision in the school, including formulating a development plan specifically for this area of work within 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 trustee is Mrs F. White

The SEN trustee 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 trustee 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.
- Work with the SENCO and school trustees to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has adequate time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

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.
- Follow the guidance on student support plans or EHCP's as appropriate.
- Teachers will have high expectations of students with SEN and their rate of progress will be in line with expectations of their class as a whole.
- Ensuring they follow this SEN policy.

Parents or Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to regular meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

The Pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

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 has 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 settings 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 these needs and the necessary support required before a student joins us and the need for these will be identified via communication between the schools.

During each academic year there are four assessment points across the school. At each point pastoral teams will analyse the data produced and detect emerging patterns that may lead to SEN concerns being raised through the Ribston Cognitive Qualities explained in our assessment policy. This data analysis will highlight students who's progress:

- Is significantly slower 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.glofamiliesdirectory.org.uk/kb5/gloucs/glofamilies/family.page?familychannel=3 2 9>

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.

Slow progress and low attainment will not automatically mean a student 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 student 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.

Identifying Students with Special Educational Needs, Assessing and Reviewing Outcomes

Where a student is causing greater concern, the teacher/s will alert the Head of Year and the SENCO through a referral form available on the staff dashboard. When this is the case the SENCO will undertake an investigation which will include data analysis, staff, parent and student questionnaires and discussions with external agencies if appropriate. 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/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.

The teachers, Head of Year and the SENCO will be responsible for tracking the progress of SEND students and Pastoral data analysis as well as Student Progress meetings will include discussion around the 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, which is written with the students needs in mind. There may be times where additional plans, such as a MyPlan are used that will identify outcomes and provision. This will facilitate closer monitoring of progress.

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 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 any 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 also be drawn up for students in Y11, and this information will be shared with post 16 providers, or other institutions as is necessary.

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 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, this is due to be completed in the summer term 2023.

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

INSET training for all teaching staff in September and October utilised the Education Endowment Foundations guidance report ([EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf](https://www.eef.org.uk/media/1000/EEF-Special-Educational-Needs-in-Mainstream-Schools-Guidance-Report.pdf) (d2tic4wvo1iusb.cloudfront.net)). This training focused on the curriculum sequencing for SEND, 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 was also offered in October, and a further suite of bespoke staff training will be available during the academic year.

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 Gloucester hospital education service, CAHMS, TIC+ amongst 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 are analysed through performance management.

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 go on 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.

All students are encouraged to go on our residential trips, and as part of the trip 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 these 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 governing board.