



## **Ribston Hall High School**

### **Additional Educational Needs/Special Educational Needs & Disability Policy**

Date of Policy:	January 2017
Persons Responsible:	Headteacher and SENCO
Date of review:	January 2018

#### **Rationale**

Ribston Hall High School ('the 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 2014.

#### **Aims**

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.

The 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.

The 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.

Teachers are responsible and accountable for the progress and development of all students they teach including pupils with AEN/SEND. Teachers will have high expectations of students with AEN/SEN and their rate of progress will be in line with expectations.

**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.

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.

**The four broad areas of special needs are:**

- 1. Communication and interaction**
- 2. Cognition and learning**
- 3. Social, mental and emotional health**
- 4. Sensory and/or physical**

**Provision for students with SEND:**

**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 find themselves 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.

### **Assessment, Tracking and Provision Mapping:**

Monitoring of any additional targeted interventions will be ongoing.

To measure progress SEND students are likely to be assessed more frequently and 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.

### **Partnership with 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. 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.

**School Care Plans:** Students with Physical and Medical needs do not necessarily have special educational needs. The school will draw up a Care Plan, in consultation with the parents.

**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.

**The Local Offer:** The 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. Refer to School Website for details.

**The School AEN/SEND Offer/Information:** Parents will be provided with information on what support the School can offer students with special educational needs and disabilities. Refer to School website for details.

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

**Training for Staff CPD:** All staff will receive training in the various areas of special educational needs, which will be on a priority basis.

**Children in Care:** The Designated Teacher for Children in Care will work closely with the SENCO.

**Bullying:** Parents of students with SEND worry that their child may be vulnerable to bullying. On the rare occasion of this happening, the school will deal with any evidence of genuine bullying swiftly and effectively.

**Governor for SEND:** The School has a designated governor for SEND who will meet regularly with the SENCO to discuss the needs and provision for SEND students as well as discussing progress data.

**Positive Feedback:** Positive feedback is always welcomed via the School's website.

**Complaints:** Please refer to the School's Complaints Policy.

**This Policy will be reviewed annually.**

**Associated Policies:**

Admissions.