



RIPPLEVALE
SCHOOL

SEND Policy

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Ripplevale School is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the School's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular, it should be read in conjunction with the policies covering equality and diversity, health and safety, safeguarding and child protection.

All these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole School is undertaking to ensure the implementation of its core values:

Ripplevale School provides a caring learning environment where our students make meaningful progress, relative to their individual starting points. Our aim is to encourage them

to develop appropriate personal, social and employable skills enabling them to become confident, independent and aspiring young people

While this current policy document may be referred to elsewhere in Ripplevale School documentation, including particulars of employment, it is non-contractual.

In the School's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the Education Act 1996, which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility](#) considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full- or part-time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Peninsula BrightHR
- Peninsula BusinessSafe (Health and Safety)
- Atlantic Data (DBS)
- Educare (online CPD)

Ripplevale School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Ripplevale School.

The policy documents of Ripplevale School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in School separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

Contents

1. Aims.....	2
2. Legislation and guidance.....	2
3. Definitions	3
4. Roles and responsibilities	3
5. SEND information report.....	4

6. Monitoring arrangements.....	11
7. Links with other policies and documents	11

1. Aims

Our SEND policy and information report aims to:

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

At Ripplevale School we believe that each pupil has individual and unique needs. However, some pupils require more support than others. If the pupils are to achieve their full potential, we must recognise this and plan accordingly. Ripplevale School aims to provide all pupils with a range of strategies for dealing with their needs in a supportive environment and to give them meaningful access to a full education and curriculum.

In particular, we aim to:

- enable every pupil to experience success
- promote individual confidence and a positive attitude
- ensure that all pupils receive appropriate educational provision through a broad and balanced curriculum that is relevant, coherent and provides for progression in learning
- provide pupils with equal opportunities to participate in all aspects of the School's provision
- identify, assess, record and regularly review pupils' progress and needs
- involve and work collaboratively with parents, other professionals and support services
- ensure that the SEND responsibility held by all staff and governors is implemented and maintained.

2. Legislation and guidance

This policy and information report is based on the statutory *Special Educational Needs and Disability code of practice: 0 to 25 years* (DfE/DoH:2015), *Schools: guide to the 0 to 25 SEND code of practice* (DfE:2014) and *Research and Analysis Supporting SEND* (Gov.UK:May 2021) and the following legislation:

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

The DfE *Special educational needs and disability code of practice: 0 to 25 years* (DfE/DoH:2015) details in section 6 "Schools" the relevant legislation that applies to SEND provision in schools [pp.91ff.]. It does mention that "[T]his chapter applies mostly to mainstream schools." [p.91]. It also references the *Publishing Information: SEN information report*. Section 6 deals with:

- regulations [p.91]
- improving outcomes [p.92]

- equality and inclusion [p.93]
- medical conditions [p.94]
- curriculum [p.94]
- careers guidance for children and young people [p.94]
- identifying SEND in schools [p.94]
- special educational provision in schools [p.99]
- SEND support in schools [p.100]
- transition [p.102]
- the role of the SENCO [p.108].

Adapted for the special school environment, as the above document is based on mainstream research, these elements are threaded throughout the provision of this document.

3. Definitions

A pupil has SEND 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.

All pupils at Ripplevale School have an EHC Plan and require additional educational support, smaller class sizes and, in most cases, therapies and interventions. The pupils usually have a diagnosis of autism and many have additional associated conditions such as ADHD, GDD and speech and language needs.

4. Roles and responsibilities

The Headteacher and the Senior Leadership Team (SLT), SENCO (special needs coordinator) and every form tutor and teacher undertakes the special educational needs responsibilities of their post.

4.1 The Headteacher and the Senior Leadership Team (SLT), SENCO (special needs coordinator)

The Headteacher, Senior Leadership Team and SENCO have responsibility for:

1. the management of all aspects of the School's work, including provision for pupils with special educational needs
2. keeping the governing body informed about SEND issues
3. monitoring and reporting to the governors about the implementation of this policy and the effects of inclusion policies on the School as a whole
4. the provision of teaching and learning and the progress of learners with SEND.

4.2 Class teachers

It is every teacher's responsibility to provide for the pupils in his/her class and to be aware that needs may vary in different learning situations. All staff are responsible for:

1. overseeing the day-to-day operation of this policy

2. ensuring that an agreed, consistent approach is adopted
3. liaising with and advising staff of any related matter which supports pupil access to learning
4. carrying out detailed assessments and observations of pupils with specific learning problems
5. devising strategies, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
6. liaising closely with parents at Ripplevale School, so that they are aware of the strategies that are being used and are involved as partners to the process
7. liaising with outside agencies, arranging meetings and providing a link between those agencies and the parents
8. maintaining the School's register and records
9. assisting in the monitoring and evaluation of pupils with SEND through use of existing school assessment information
10. attending in-service training of staff
11. contributing to the in-service training of staff
12. the progress and development of every pupil in their class
13. working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
14. managing learning support staff: deputy headteachers are appointed to oversee these matters and have overall responsibility for the students of their particular years and/or designation of pupils. Pastoral and Academic Leads (PALs) also have a role to play in line-managing teaching assistants within their designated year groups
15. the Gov.UK document *Research and analysis Supporting SEND* notes that [in mainstream provision, the focus of the report] *"Schools often took a pupil-centred approach when identifying needs and planning provision, but staff did not always know the pupils well enough to do this."* [p.4]. The small class size (8 students) ensures that all teaching staff and all support staff have the opportunity and tools to get to know their students extremely well and to, therefore, be able to give them individual support.

4.3 Teaching assistants (TAs) and higher-level teaching assistants (HLTAs)

TAs and HLTAs are responsible for:

1. liaising with teaching and non-teaching staff, statutory and voluntary organisations, therapies, pupils, families/carers
2. working with the relevant teacher/Senior Leadership Team to support the specific requirements of the team
3. complementing the work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision/cover
4. using detailed knowledge and specialist skills to support pupils' learning
5. routinely and accurately understanding and performing roles in the support, and evaluation of learning activities
6. organising the learning environment to suit the needs of pupils using appropriate resources
7. using behaviour management strategies in line with the School's policies and procedures, which contribute to a purposeful School environment
8. supporting pupils constantly, whilst recognising and responding to individual needs
9. promoting independence and employing strategies which reward self-reliance

10. supporting pupils during crisis periods, following agreed protocols
11. supporting and implementing care plans for students
12. the Gov.UK document *Research and analysis Supporting SEND* notes that [in mainstream provision, the focus of the report] “...[T]hat many [SEND] pupils were spending some curriculum time with TAs rather than teachers. This raises concerns about pupils with SEND having full access to high-quality teaching” [p.5]. This possibility is understood and monitored by SLT and those responsible for timetabling (including intervention timetabling) and is constantly reviewed in the light of delivering the best possible outstanding outcomes for all.

4.4 Governors

The governing body will ensure that:

- SEND is an integral core of the school improvement plan/development plan
- the necessary provision is made for any pupils with SEND and any specific need is met
- all staff are aware of the need to identify and provide pupils with the appropriate environment and teaching
- all pupils join in activities alongside other pupils, as far as it is reasonably practical, compatible with their needs and the efficient education of other pupils
- they report to parents on the implementation of the School's SEND policy and other relevant documents
- they have regard to the requirements of the Code of Practice for Special Educational Needs (September 2014)
- they are kept fully-informed about SEND issues, so that they can participate fully in the School's self-review.

5. SEND information report

5.1 The kinds of SEND that are provided for

Our School currently provides additional and/or different provision for a range of needs, including:

- communication and interaction, for example: autistic spectrum disorder (ASD), 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

5.2 Consulting and involving pupils and parents

Young people admitted to the School will, in most cases, have an Education Health Care Plan (EHCP). However, in exceptional circumstances, a young person could be admitted on an assessment placement without an EHCP.

The Education Health Care Plan (EHCP) and/or assessment placement findings, together with conversations with the pupil, their parents and other professionals 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
- reading of previous reports and existing plans is used to meet the child/young person's needs
- observation and assessment of needs in the six-week initial assessment period when pupils start takes place
- arrangements for additional transition visits to the new setting are made if required.

All parents of pupils at the School are invited to discuss the progress of their children at parents' evenings and receive written reports three times a year. In addition, we are happy to arrange meetings outside these times. If required, the Pastoral and Academic Lead, tutor, teacher or member of SLT will maintain contact with parents to discuss any ongoing progress issues.

In addition to this, parents will be invited to attend and contribute to an annual review, which, wherever possible, will also include other agencies involved with the pupil. Information will be made available to parents.

The Gov.UK document *Research and analysis supporting SEND* notes that “*mechanisms for co-production with parents were often in place but implementation was not always meaningful.*” [p.6] A strong School structure includes all stakeholders in ensuring that dialogue with parents and carers is meaningful and available to all. The School Parent Support Advisor (Wellbeing Manager) is a dedicated role that gives advice and support to parents and carers. This role is in itself supported by all School staff through the teaching and learning offer of the school which is again, supported, by targeted CPD programmes that ensure the best possible provision for all stakeholders.

5.3 Assessing and reviewing pupils' progress towards outcomes

The class or subject teacher will 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 (ipsative assessment)
- other teachers' assessments, where relevant
- the individual's development in comparison to their peers and national data (summative assessment)
- the views and experience of parents
- the pupil's own views
- advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Each review of the EHCP will be informed by the views of the pupil, parents, form tutor and the assessment information from teachers and support staff which will show whether expected progress is being made.

The SEND Code of Practice (2014) describes adequate progress as:

- being similar to that of children of the same age with the same starting point
- matching or improving on the pupil's previous rate of progress

- allowing for the attainment gap to close between the pupil and children of the same age.

The annual review of the provision made for each child will enable an evaluation of the effectiveness of the special provision to be made. The success of the School's SEND policy and provision is evaluated through School self-evaluation.

The Gov.UK document *Research and analysis supporting SEND* notes that “[R]esearch raises questions about what ‘success’ looks like in terms of supporting children with SEND in mainstream schools.” [p.7.] As a special school, the School recognises that ‘success’ is an individual and different benchmark for each student. The School is pursuing a vision of providing “outstanding outcomes for all”, and part of this vision and mission is to ensure the best possible version of ‘success’ for each individual pupil, as well as for parents and carers – whose image of ‘success’ may vary from that of the School and, may therefore, need to be arrived at through dialogue. The School has a number of staff who have parts of their roles specifically dedicated to curriculum design and implementation – and part of this brief is to ensure the achievement of “outstanding outcomes for all”.

5.4 Supporting pupils moving between phases and preparing for adulthood

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

Times of transition can be exciting and positive but some children and young people may need extra support. Children and young people with SEND and other potentially vulnerable groups may find some transitions more challenging than their peers do. Children, young people and their families may need additional support during transitions.

We all have responsibility to work together with children and young people and their families in order to support and encourage preparing for adulthood ambitions. With the right support, the great majority of children and young people with SEND can find work, be supported to live independently and participate in their community. At the School, we encourage these ambitions right from the start. These ambitions should seek to understand the interests, strengths and motivations of children and young people and use this as a basis for planning support around them. (SEND Code of Practice – Chapter 8).

These principles underpin all types of educational transition for children and young people with SEND. They apply at any transition point.

Each pupil at the School has a pupil profile. This is a working document and provides an introduction to teachers, supply staff and/or new staff and is a valuable tool to use and update throughout any transition process and helps to ensure that:

- the School has good communication across any relevant agencies involved with a pupil
- in line with UK GDPR guidance and good practice for schools, we share information with all relevant agencies working with the child or young person
- the School contacts all relevant services as early as possible to identify and plan for an individual's needs e.g. specialist equipment needs, physical adaptations to buildings, communication needs
- the School provides good communication and a consistent approach between home and educational setting, e.g.: through providing parent- and pupil-friendly transition booklets
- providing opportunities for parents/carers to express any concerns or to give any updates on any relevant developments at home.

When pupils move to new settings/move on, the School:

- addresses any concerns and builds on aspirations and enthusiasm
- encourages them to visit the next setting to get to know the physical environment, experience the curriculum and meet staff and peers
- supports them with appropriate tools: such as a booklet 'My New Setting' and prompt cards, including photographs, which can be especially important if the move is after the long summer holiday
- checks whether there is any film or video of the new setting that can be shared.

5.5 Working in partnership with parents/carers

The class tutor or Pastoral and Academic Lead (PAL) is regularly available to discuss pupil progress or any concerns parents/carers may have and to share information about what is working well at home and at school, so that similar strategies can be used. This can be done in a formal or informal manner.

All information from outside professionals will be discussed with parents/carers.

Parents/carers may meet with the person directly involved, or where this is not possible, be provided with a written report. Additionally:

- individual provision plans will be reviewed with parent/carer involvement each term
- home learning will be adjusted as needed to each child's individual needs
- a home/School contact book may be used to support communication with parents/carers, when this has been agreed to be useful.

Teaching staff are also happy to:

- reduce parent/carer stress by providing clear information about the transition process and suggesting useful strategies, for example: countdown calendars and run up to starting at the new school; practising the journey to school
- build parent/carer confidence by arranging visits to the next setting, showcasing their good practice and establishing links with a contact person at the receiving school
- support parents in devising questions for the receiving setting.

5.6 Working in partnership with other agencies that are supporting the child/young person

The School:

- starts planning for transition as early as possible - for example: working closely with relevant therapists to ensure specialist equipment will be available in the new setting from day one
- establishes an up-to-date, holistic profile for each child which includes information such as: communication needs and curriculum needs (e.g. communication passport).

5.7 Sharing information with receiving settings in good time

The School:

- ensures all individual targets, provision and progress information is shared and transferred to the receiving setting
- shares good practice
- plans the transition into post-18 education and training.

5.8 The School reviews each pupil's EHCP annually, with pupils and parents exploring their aspirations

At the School, we believe that high aspirations are crucial to success. Our focus is on the child or young person's strengths and capabilities and the outcomes they want to achieve. Children and young people's aspirations and needs will not only vary according to individual circumstances, but will change over time as they get older and approach adult life.

Considering the right post-18 option is part of this planning. High aspirations about employment, independent living and community participation are developed through the curriculum and extra-curricular provision. We seek partnerships with employment services, businesses, housing agencies, disability organisations and arts and sports groups, to help children and young people understand what is available to them as they get older, and what it is possible for them to achieve.

From year 9 onwards the School focuses on:

- making sure that pupils have access to careers advice and information which provides high expectations and a range of options
- ensuring that pupils and their parents/carers know the type of support available and how this will change over time
- ensuring that this support is available at each stage of transition
- developing an individual's ability to identify and manage their own SEND and to convey how people can best support them
- supporting young people to:
 - make choices for post-18
 - identify the skills they will need post-16 and agree ways to develop them, e.g.: ability to travel independently, increased independent learning skills, ability to navigate a large campus.

5.9 Our approach to teaching pupils with SEND

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 SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

- SaLT
- occupational therapy (individual and in class)
- breakfast club
- reading intervention
- literacy and numeracy intervention
- therapeutic zones of regulation
- mental health and wellbeing
- counselling
- draw and talk therapy
- sand play

5.10 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- differentiating our curriculum to ensure all pupils are able to access it, for example: by 1:1 work, teaching style, content of the lesson, bespoke timetables etc.
- adapting our resources and staffing
- using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts, etc.

- differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- implementing the systematic synthetic phonics programme (SSP) Little Wandle to support students whose reading ages are below their chronological ages.

5.11 Additional support for learning

We have a number of higher-level teaching assistants who are trained to deliver interventions.

Teaching assistants will support pupils on a 1:1 basis if stated on a pupil EHCP and receipt of banded funding facilitates this.

Base-level funding allows for: eight students per form group plus one teacher and one learning support assistant.

Teaching assistants will support pupils in small groups when required.

5.12 Expertise and training of staff

All teaching and support staff complete statutory training. Additional non-statutory training is available to staff throughout the school year.

We have a team of learning support assistants, including teaching assistants and higher-level teaching assistants (HLTAs) who are trained to deliver SEND provision.

In the last academic year, staff have been trained in:

- safeguarding
- Prevent awareness
- emergency first aid
- Team Teach
- autism training
- dyslexia training
- Number Sense
- zones of regulation
- phonics.

We use specialist staff for:

- SaLT
- occupational therapy.

5.13 Evaluating the effectiveness of SEND provision

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

- reviewing pupils' individual progress towards their goals each term
- reviewing the impact of interventions after each term
- using pupil questionnaires
- monitoring by the SENCO
- using provision maps to measure progress
- holding annual reviews for pupils with statements of SEND or EHC plans

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

All of our extra-curricular activities and school visits are available to all our pupils:

- all pupils are encouraged to go on our residential trip(s)
- all pupils are encouraged to take part in sports days, school plays, special workshops, etc.
- no pupil is ever excluded from taking part in these activities because of their SEND or disability.

The School's accessibility plan can be found in Policies and Procedures on the General Share drive.

5.15 Support for improving emotional and social development

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

- by providing a dedicated wellbeing team within the School
- all pupils are encouraged to be part of the school and sports councils
- pupils are also encouraged to be part of the breakfast club to promote teamwork/building friendships etc.

5.16 Contact details for raising concerns

Ms Jane Norris (Headteacher) 01304 373866

Mr Jamie Lovett, Mr Shane Donovan, Ms Joanne Baker, Mrs. Jemma McFadyen 01304 373866

6. Monitoring arrangements

This policy and information report will be reviewed by SLT and **governors** every year. It will also be updated if any changes to the information are made during the year.

7. Links with other policies and documents

This policy links to these policies/documents:

- accessibility plan
- behaviour
- equality
- supporting pupils with medical conditions.