



RIPPLEVALE

SCHOOL

SEN Policy

Staff Responsible: Senior Leadership Team

Approved by: Jane Norris

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Ripplevale School

SEN Policy

'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.'

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1. Aims

Our SEN policy and information report aims to:

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

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
- Pupils are provided with equal opportunities to participate in all aspects of the school's provision

- Identify, assess, record and regularly review pupils' progress and needs
- Involve parents, other professionals and support services
- Work collaboratively with parents, other professionals and support services
- Ensure that the responsibility is held by all staff and governors for SEN is implemented and maintained.

2. Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND)

Code of Practice and the following legislation:

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

3. Definitions

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

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

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. They have overall responsibility for 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. Have overall responsibility for the provision and progress of learners with SEN and/or a disability

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 pupils access to learning
4. Carrying out detailed assessments and observations of pupils with specific learning problems
5. Supporting class teachers in 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

4.3 Teaching Assistants and Higher Level Teaching Assistants

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 understand and perform 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 schools policies and procedure, which contribute to a purposeful school environment
8. Supporting pupils constantly whilst recognising and responding to individual needs
9. Promoting independence and employ strategies which reward self-reliance.

10. Supporting pupils' during crisis periods, following agreed protocols
11. Supporting and implementing care plans for students

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 SEN and any specific need is met
- All staff are aware of the need to identify and provide for 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. SEN Information Report

5.1 The kinds of SEN 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, 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 Ripplevale 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 previous reports and existing plans used to meet this child/young person's needs.

- Observing and assessing needs in the six week initial assessment period when pupils start.
- Arranging additional transition visits to the new setting.

All parents of pupils at Ripplevale School are invited to discuss the progress of their children at parents evenings and receive written reports twice a year. In addition, we are happy to arrange meetings outside these times. If required the Parent Support Advisor, teacher, 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.

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

The assessment will be reviewed regularly.

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 thus:

- Is similar to that of children of the same age with the same starting point
- Matches or improves on the pupil's previous rate of progress
- Allows 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.

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, right from the start. 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 Ripplevale 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 Ripplevale School has a Pupil Profile. This is a working document and provides an introduction to teachers, supply staff, new staff and it is a valuable tool to use and update throughout any transition process:

- Ripplevale School has good communication across any relevant agencies involved with a pupil.
- In line with UKGDPR guidance and good practice for schools, we share information with all relevant agencies working with the child or young person.
- Contact 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.
- Provide good communication and a consistent approach between home and educational setting e.g. though 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/moving on:

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

Working in Partnership with Parents/Carers

The class teacher is regularly available to discuss your child's progress or any concerns you 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 you. You may meet with the person directly involved, or where this is not possible, provided with a written report.

- Individual Provision Plans will be reviewed with your involvement each term.
- Home learning will be adjusted as needed to your child's individual needs.
- Home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

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 show casing their good practice and establishing links with a contact person at the receiving school.
- Supporting parents in devising questions for the receiving setting

Working in Partnership with other Agencies that are supporting the Child/Young Person:

- Start 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.
- Establish an up to date holistic profile for each child which includes information such as:
 1. Communication needs
 2. Curriculum needs (e.g. communication passport).

Share Information with Receiving Settings in Good Time:

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

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

At Ripplevale, 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 Ripplevale 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 parent/carers know that 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.

5.5 Our approach to teaching pupils with SEN

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

We will also provide the following interventions:

- SaLT
- Occupational Therapy (individual and in class)
- SRE (Sex, Relationship Education) Intervention
- Breakfast Club
- Reading Intervention
- Literacy and Numeracy Intervention
- Therapeutic Zones of Regulation
- Mental health and Wellbeing
- Counselling
- Draw and Talk Therapy
- Sand Play

5.6 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 font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.7 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 pupil EHCP and receipt of banded funding facilitates.

Base level funding: 8 Students per form group + 1 Teacher + **1 Learning Support Assistant**

Teaching Assistants will support pupils in small groups when required.

5.8 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 SEN 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

We use specialist staff for:

- SaLT
- Occupational Therapy

5.9 Evaluating the effectiveness of SEN provision

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

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

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

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 day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

The school's accessibility plan can be found in Policies

5.11 Support for improving emotional and social development

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

- All pupils are encouraged to be part of the school and sports council
- Pupils are also encouraged to be part of the breakfast club to promote teamwork/building friendships etc.

5.12 Working with other agencies

Ripplevale School engages with other bodies, including health and social care bodies, Local Authority Support Services and voluntary sector organisations in meeting pupil's SEN and supporting their families.

5.13 Contact details for raising concerns

Ms Jane Norris (Headteacher) 01304 373866

Mr Jamie Lovett, Mr Shane Donovan, Miss Joanne Baker (Deputy Heads) 01304 373866

Mrs. Jemma McFadyen (Parent Support Advisor) 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 our policies on:

- Accessibility plan
- Behaviour
- Equality
- Supporting pupils with medical conditions