

Ralph Thoresby School

Special Educational Needs

Policy



November 2019 Reviewed



Mission statement

At Ralph Thoresby School we support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life.

Ralph Thoresby School adopts a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.



Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

Our aims are:

- To ensure that all pupils with SEN have their needs identified in order to support academic progression and continued good physical and mental health and wellbeing
- To ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently
- To ensure all children can access a balanced curriculum, differentiated where appropriate
- To ensure that all pupils with SEN are able to fully access the curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning.

Objectives

- **Identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and feeder schools prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the SENCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents and carers** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work.



- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. The school makes good use of outside agencies. The following agencies are called upon to provide additional help and advice : The Educational Psychologist, Physiotherapists, School Doctor, Specialist School Nurse, Speech and Language Therapist, School Support Services, Behaviour and Attendance Service, Child Protection Team, DAHIT, SEN Support Team, VIS, Connexions Advisors, Social Services, Parent Partnership, Youth Services, Young Adult Team, Transition Team.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.



Appendix

- 1.** Responsibility for the coordination of SEN provision
- 2.** Arrangements for coordinating SEN provision
- 3.** Admission arrangements
- 4.** Specialist SEN provision
- 5.** Facilities for pupils with SEN
- 6.** Identification of pupils' needs
- 7.** Access to the curriculum, information and associated services
- 8.** Inclusion of pupils with SEN
- 9.** Evaluating the success of provision
- 10.** Complaints procedure
- 11.** In service training (CPD)
- 12.** Links to support services
- 13.** Working in partnership with parents
- 14.** Links with other schools
- 15.** Links with other agencies and voluntary organisations



1. Responsibility for the coordination of SEN provision

- The person responsible for overseeing the provision for children with SEN is Will Carr (Head teacher)
- The person co-ordinating the day to day provision of education for pupils with SEN is Sally Scargill (*SENCo*)

2. Arrangements for coordinating SEN provision

The SENCO will hold details of all students with special educational needs.

All staff can access:

- The Ralph Thoresby School SEN Policy;
- A copy of the full SEN Register;
- Information on individual pupils' special educational needs.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on the staff IT system on individual pupils and their special needs and requirements

This information is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEN provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

3. Admission arrangements

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education Health Care Plans and those without.

All SEN paperwork should be passed to the SENCO by previous schools as soon as possible. If the child is making a transition from another school, a meeting may be set up between the feeding school and our SENCo to aid the smooth transition of the pupil, and discuss arrangements to be made as well as any other important information relating to that child's needs. Where face to face meetings are not possible, contact will be made via telephone to ensure that there is a good understanding of what type of provision is required.

The school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the child's school year. The child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.



4. Specialist SEN provision

Ralph Thoresby School is resourced for students with physical difficulties. Parents are able to express a preference for a Resourced Provision place if their child has an Education Health Care plan stating that the need this.

Physical Difficulties

Students with physical difficulties will access the mainstream curriculum and are encouraged to be as independent as possible. They will be supported with moving around the building and accessing equipment in the classroom, if required.

The building is accessible for students with physical difficulties, there are lifts at the end of each corridor and corridors are wider to accommodate wheelchairs, etc. Each classroom has a height adjustable table available for any student with physical difficulties.

Students with physical difficulties have access to the COPE Team, which is a team of specialist staff who support students with personal care, moving and handling and any issues around equipment and resources.

Students receiving support from the physiotherapy team will continue to access physiotherapy sessions in school.

Students with the Resourced Provision status will also have access to the Inclusion Nursing Service when required.

Support staff have regular training on the ever changing needs of our students, ensuring they are able to best support them throughout the day.

We are committed to whole school inclusion. For more information on our provision for inclusion see section **10**.



5. Facilities for pupils with SEN

The school has a range of specialist SEN facilities in place. These are:

1. Physical environment – lifts, wheelchair access, automatic doors, ceiling tracking hoists, adjustable tables in all classrooms, adjustable benches in technology,
2. Hygiene rooms, hydrotherapy pool, physiotherapy treatment room and physiotherapy gym with sunken rebound trampoline
3. Medical – full time school nurse and treatment room, access to school doctor.
4. Assistive technology – staff trained in using communication aids and powered wheelchairs, Supatrac (stair lift for emergency evacuation)
5. School transport – specialist tail lift busses, (wheelchair accessible)

6. Identification of pupils needs

Identification

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEN Code of Practice (DfES, 2001) says children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority; and
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.'

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of special educational provision

For children aged two years or older, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools and settings maintained by the LA, other than special schools, in the area.

**A graduated approach:*****Quality First Teaching***

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the SEN register. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

School Support

- a. This recognises pupils who are identified as requiring additional and different help as well as the regular differentiated curriculum.
- b. Class/subject teachers collaborate with the SENCO on evidence gathering and identification.
- c. Once the SENCo has been notified she will make her own assessment through reviewing the evidence of identification supplied by the teacher. With this knowledge the SENCo can help with planning for future in-school support. Action that has already been taken is reviewed and altered in line with the new findings.
- d. An action plan is drawn up, detailing provision and how it will be coordinated.
- e. When a child has been identified as having SEN and steps have been taken for provision under School Support but the child has not progressed as expected, the school will consider taking steps to apply for an Education Health Care Plan.



- f. Following the school's previous assessment under School Support, external professionals will be called to make their own assessments of the child and provide support in the planning of extended provision, continued assessment and revised action points.
- g. The school will make every effort to ensure that advice from the external agencies is put into practice as swiftly as possible and will keep in regular contact with support services and parents regarding progress and targets met. External input can involve support and intervention, for example through specialist teaching or therapy. The school will coordinate this and, with the external professional, monitor, review and evaluate the effectiveness of interventions.

Referral for Education Health Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur when the Local Authority believes that the school has taken every step possible to support the child but is unable to provide the level of support needed alone.

The decision to make a referral for an EHCP will be taken at a progress review.

The application for an EHCP will combine information from a variety of sources including:

- Parents
- Teachers
- Head Teacher
- SENCo
- Health professionals
- LSAs/Key worker
- Educational Psychologist
- SEN Support Team
- Respite Carers
- Previous school

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set.

Education Health Care Plans

- a. Following Statutory Assessment, an Education Health Care Plan will be provided by Leeds Children Services, if it is decided that the school cannot provide for the child's needs on its own. The school and the child's parents will be consulted before the decision is made.
- b. Parents have the right to appeal against a decision either for or against an EHCP for their child.



- c. Once the EHCP is completed it will be kept as part of the pupil's formal record and reviewed annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

7. Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

The school curriculum is regularly reviewed by school curriculum manager together with the SENCO to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEN provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. We do this by:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching and learning. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEN
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.



8. Inclusion of pupils with SEN

The Deputy Head, Andrew Parkinson oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by *school curriculum manager* together with the *SENCo* to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. For more information on this see section 9.

We aim to optimise opportunities for participation and achievement across all areas of school activity (social, curricular, physical) by:

- Providing a balanced curriculum for all pupils both in and outside of the classroom, social opportunities and interaction at mealtimes and break times, and extending to extracurricular activities and school day trips and residential visits.
- Practicing teaching methods that suit the needs of individual pupils.
- Promoting an inclusive ethos throughout our school and encouraging social responsibility and understanding amongst all our pupils.

9. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year.

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the *SENCo* and head teacher and information is gathered from different sources such as child and parent surveys/ teacher and staff surveys/parents evenings/ consultation evening/ feedback forms/school forums.

Some of the questions on the feedback form may include:

- Do you feel your child is happy at school?
- Do you feel that your child is fully included in all areas of school life?
- Do you have any suggestions for us as a school?

Evidence collected will help inform school development and improvement planning.

10. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the *SENCO*, who will be able to advise on formal procedures for complaint.



11. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENCo attends relevant SEN courses and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEN issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

12. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCo and the child's parents.

The following services will be involved as and when is necessary:

- Complex Needs and Educational Psychology Team
- SEN Support Team
- Speech and Language Therapists
- Behaviour Support Service
- Occupational Therapist
- CAMHS
- Social Services
- Connexions
- STARS
- Physiotherapists

13. Working in partnerships with parents

Ralph Thoresby School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEN leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively



The school welcomes feedback from parents all year round and parents can make an appointment to speak to any member of staff including the SENCo throughout the year for any reason.

Parents are kept up to date with their child's progress through progress reports, parent's evenings, annual reviews, and reports at the end of each term.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCo may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend any meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN governor Mary Wood may be contacted at any time in relation to SEN matters.

14. Links with other schools

The school is a member of local network. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise. Ralph Thoresby also undertakes partnership work with Lighthouse School.

Transition

Information from feeder schools will be of importance in ascertaining student needs and provision. This will be assembled through:

- a) The liaison programmes undertaken by the Assistant Head teacher.
- b) Direct contact between the Coordinator of SEN and the Coordinator of the partner primary schools. Wherever possible the SENCo will attend the Annual Review meetings of students with Education Health Care Plans, who are to transfer.
- c) Meetings with parents.
- d) Student information (KS2-3 Transfer) provided by the Pupil Achievement Unit (PAU).

All of this information will be collated by the SENCo, the Assistant Head teacher and the admissions team and the information is distributed to all staff early in the new term.



15. Links with other agencies and voluntary organisations

Ralph Thoresby School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for SEN. The SENCo is the designated person responsible for liaising with the following:

- Leeds Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Learning Support Service
- Specialist Outreach Services
- SENSAP
- STARS

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will be invited to and informed about any meetings held concerning their child.

Signed _____ *[Name]* **(Head teacher)**

Date _____

Signed _____ *[Name]* **(SENCo)**

Date _____

Signed _____ *[Name]* **(SEN Governor)**

Date _____

This policy will be reviewed annually