

SEN Policy and Information Report

Ralph Thoresby School



RALPH THORESBY SCHOOL
Ambition and Achievement for All

Approved by:	Ralph Thoresby Governors	Date: 15 th November 2021
Last reviewed on:	February 2020	
Next review due by:	November 2022	

1. 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

At Ralph Thoresby School we support and value the abilities of all our students. 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 students. The school is committed to ensuring that students with special educational needs can fulfil their potential and achieve optimal educational outcomes.

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 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 coordinators (SENCOs) and the SEN information report

3. 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 the majority of the 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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Sally Scargill, (sally.scargill@ralphthoresby.com)

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in 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, 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 that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEN up to date

4.2 The SEN governor

The SEN governor 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

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- Ensuring lessons are differentiated appropriately to meet the needs of every student. Quality First Teaching is the most important mechanism in ensuring students make smooth and continuous progress.
- 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
- Working with the SENCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

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, Asperger's Syndrome, 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, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying students with SEN and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child 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.

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.

5.3 Consulting and involving students and parents

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student'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

Notes of these early discussions will be added to the student's record and given to their parents.

We will formally notify parents when it is decided that a student will receive SEN support.

5.4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment or 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 student'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 student 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 student's progress.

5.5 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 forward all relevant information as required.

We support with transition visits when students transfer to other schools and arrange careers interviews for students moving on to KS5.

5.6 Our approach to teaching students with SEN

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 provide a Learning Profile for all students with additional needs. This will be given to all of their teachers and will include details of the things that the student will find difficult and teaching strategies to support them. Some students will have extra support in terms of teaching assistants, and some will have additional interventions to support them.

5.7 Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all students are able to 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, 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.
- All of our classrooms are accessible and have an adjustable desk to support our physically disabled students.
- Our building is accessible for all physically disabled students, and includes wider corridors, lifts and accessible exit points.

5.8 Additional support for learning

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.

We have 4 teaching assistants in the COPE Team who are trained to deliver interventions such as physiotherapy, rebound, specialist PE, and medical interventions as appropriate.

We have 9 teaching assistants who support students in lessons.

We work with the following agencies to provide support for students with SEN:

- Complex Needs and Educational Psychology Team
- The Cluster
- SEN Support Team
- Speech and Language Therapists
- Visual Impairment Team
- Hearing Impaired Team
- Occupational Therapist
- CAMHS
- Social Services
- Connexions
- STARS
- Physiotherapists

5.9 Expertise and training of staff

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of students 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. Our SENCO has 10 years' experience in this role and has worked as a teacher for over 20 years.

They are allocated 3 days a week to manage SEN provision. We also have a SENCO assistant who works 5 days a week.

We have a team of 13 teaching assistants, including 3 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We use specialist staff for interventions for our physically disabled student, including physiotherapy, rebound, specialist PE, Feeding and personal care interventions and medical interventions.

5.10 Securing equipment and facilities

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

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

5.11 Evaluating the effectiveness of SEN provision

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

- Reviewing students' individual progress towards their goals each term

- Reviewing the impact of interventions
- Using student questionnaires
- Lesson walks
- Monitoring by the SENCO
- Holding annual reviews for students with EHC plans

5.12 Enabling students with SEN to engage in activities available to those in the school who do not have SEN

Deputy Head, Angela Caswell 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 the Senior Leadership Team together with the SENCo to ensure that it promotes the inclusion of all students. This includes learning outside the classroom.

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 students 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.
- Practising teaching methods that suit the needs of individual students.
- Promoting an inclusive ethos throughout our school and encouraging social responsibility and understanding amongst all our students.

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

All students are encouraged to go on our residential trip(s).

All students are encouraged to take part in sports day/school plays/special workshops.

No student is ever excluded from taking part in these activities because of their SEN or disability.

- Disabled students and their parents/carers are encouraged to take part in transition visits and activities so that they can get to know the school and so that staff can obtain the information required in order to support them in school.
- Although we are resourced for students with disabilities, our ethos is fully inclusive, so all students access all lessons. Disabled students have the same access and opportunities as non-disabled students.
- In order to fully access school, Ralph Thoresby has lifts at the end of each corridor, wide corridors to accommodate wheelchairs, accessible classrooms with fully adjustable tables.

▶ [LINK TO ACCESSIBILITY PLAN WHEN ADDED TO WEBSITE](#)

5.13 Support for improving emotional and social development

Students are supported in a number of ways at Ralph Thoresby and can access teaching assistant support as well as pastoral support. Our pastoral team includes non-teaching Heads of Year, The Link Centre and Attendance and Safeguarding. We also have Mental Health First Aiders and Key Workers for students who feel they need to talk about any issues. We also access cluster support, including counsellors and additional family support.

5.14 Working with other agencies

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.

5.15 Complaints about SEN provision

1. Contact the school SENCO, Sally Scargill, 0113 3979911
2. A personal appointment will be made to discuss and resolve any complaint. Parents/Carers may wish to contact SENDIASS (Tel: 0113 3951200 – Helpline or Tel: 01132 391222 – General Enquiries) for advice and are welcome to bring an advocate or other person for support.
2. Should the complaint not be resolved satisfactorily at the meeting please put the complaint in writing to Mr W Carr, Headteacher.
3. The School will investigate the complaint and a further meeting will be arranged to resolve the complaint.
4. Should the complaint not be resolved satisfactorily please contact SENDIASS and/or Leeds Children's Services, Adams Court, Kildare Terrace, Leeds, LS12 1DB. Tel: 0113 3951030

5.16 Contact details of support services for parents of students with SEN

For information regarding the support services available for students with SEN in Leeds, please click here:

<https://www.leeds.gov.uk/schools-and-education/support-for-students-with-send>

5.17 Contact details for raising concerns

Sally Scargill, SENCO, sally.scargill@ralphthoresby.com

Will Carr, Headteacher, wcarr@ralphthoresby.com

5.18 The local authority local offer

Our local authority's local offer is published here: <https://leedslocaloffer.org.uk/#!/directory>

6. Monitoring arrangements

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

It will be approved by the governing board.