

RISHWORTH SCHOOL: SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

<i>Review Initiated by</i>	<i>PRS</i>
<i>Last Review</i>	<i>Lent 2020</i>
<i>Next Review</i>	<i>Lent 2022</i>

Rishworth is an independent boarding and day school. We are inclusive and strive to meet the needs of all our individual learners. Our aim to provide a safe and welcoming school, where barriers to learning are removed, allowing pupils to thrive. We have high standards for all our learners and consider attainment and achievement to be of paramount importance for all young people.

The policy detailed below describes how every effort will be made to include a pupil with special educational needs. We endeavour to make sure that all staff at school are competent in identifying and providing for the individual needs of a child, enabling them to access a full and balanced curriculum.

This policy describes the specific work of the Learning Needs Department with reference to Special Educational Needs.

1.0 Definitions

1.1 Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind, generally provided for children of the same age.

(2014 SEND Code of Practice)

1.2 Children have a learning difference if they:

- Have a difference in the way they acquire, organise, retain, understand or use verbal or nonverbal information.
- Have differences in the processes related to perceiving, thinking, remembering or learning.
- Including, but not limited to: language processing; phonological processing; visual spatial processing; processing speed; memory and attention; and executive functions (e.g. planning and decision-making).

1.3 This may affect aspects of;

- oral language (e.g. listening, speaking, understanding);
- reading (e.g. decoding, phonetic knowledge, word recognition, comprehension);
- written language (e.g. spelling and written expression); and
- mathematics (e.g. computation, problem solving)

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

1.4 *Definition of Disability:*

The definition of 'disability' under the Equality Act 2010 states that a person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

2.0 **Underlying Principles**

2.1 *Working in partnership*

At Rishworth we recognise the value of working in partnership to ensure the best possible outcomes for young people with special educational needs or disability (SEND). We recognise parents/carers as the experts of their children and readily seek parental support in all our work with young people. We will keep parents/carers informed of progress, interventions, support plans and you will be informed if a decision is made regarding the provision of SEN for your child. The Head of Learning Support is always available by appointment or email at school. It is hoped that the Head of Learning Support will meet regularly with all parents of pupils receiving SEN support. Parents are encouraged to call/email with any concerns or issues as they arise. Similarly, the school appreciates being informed of any outside agency involvement and the involvement of other professionals. We encourage collaborative working between professionals at all times.

2.2 *The Voice of the Child*

All young people have opinions on their educational experiences, what is valuable to them, working well and not working so well. We aim to listen to their views and use them to inform planning. Pupils will be invited to meetings and reviews to participate in the process. They will contribute to decision making and assessments of their needs. Pupils will also play an active part in the review and transition processes.

2.3 *All teachers are teachers of pupils with special educational needs*

Rishworth supports colleagues in school with a wide range of professional development opportunities addressing SEND. Whole school training will address issues such as planning for individual needs, pupil profiling, weekly specific SEND briefing and half termly twilight training on specific needs. This ensures that all teachers take responsibility for the progress, attainment and achievement of pupils with SEND.

For some pupils additional support will/may be required in order for more targeted and bespoke provision. This will be provided by the Learning Support Department as intervention groups or, in exceptional cases, 1:1 support.

3.0 The Learning Support Department

3.1 *Head of Learning Support*

The Head of Learning Support is responsible for all areas of inclusion, special educational needs and disability as delegated by the Headmaster. She plays a role in determining the strategic development of the SEND policy and provision in the school to raise the attainment of pupils with special educational needs and disability.

The key responsibilities of the Head of Learning Support include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating the provision for all pupils with identified PLN needs
- Advising on the graduated approach to providing SEND support
- Advising on resources needed to meet pupils' educational needs effectively
- Liaising with parents/carers of pupils with SEND
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the Local Authority and its support services
- Providing a smooth transition process between different educational providers
- Working with the Headmaster and governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up to date

3.2 *Teaching Assistant*

The Teaching Assistant works with and under the direction of the Head of Learning Support. Primarily working in class with pupils who have Education, Health and Care Plans.

She has specific duties for:

- Supporting with daily group/1:1 intervention groups
- Monitoring the progress of identified PLN pupils she regularly works with
- Supporting with the Homework Club each lunchtime
- Supporting the Head of Learning Support with some of the duties detailed above

4.0 Identification, Assessment and Provision

4.1 Early Identification

All pupils are assessed in terms of skills and academic levels on entry to Rishworth School. Baseline data is evaluated following the CAT 4 assessments (completed at the start of Year 7). In addition, subject teachers make regular assessments throughout the academic year. Pupils also complete the GL Assessment progress tests in English, Maths and Science. This identifies pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match their previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

The first response to this identified need is high quality teaching targeted at their areas of weakness. Further support will be considered by the PLN Department if this lack of progress is sustained over time.

At this point the pupil may be monitored by the Head of Learning Support (see below, graduated response). The pupil's subject and form tutor will remain responsible for working with the pupil for planning and delivering a personalised curriculum.

4.2 Graduated response: Assess, Plan, Do, Review

4.2.1 Assess

In identifying a pupil as needing PLN support, the form tutor, subject teachers, Head of Learning Support and other staff working with the pupil will make a clear analysis of the pupil's needs. Assessments may be carried out by the Head of Learning Support and formative/summative assessments made by teachers will be provided.

The triggers for intervention from PLN support include concern, underpinned by evidence, about a pupil, who, despite receiving differentiated learning opportunities;

- Makes little or no progress even when teaching approaches are targeted at their identified area of weakness

- Shows signs of difficulty in developing literacy or maths skills resulting in poor attainment in some curriculum areas
- Presents persistent social, emotional or mental health difficulties which are not ameliorated by the behaviour management techniques or pastoral support system employed in the school
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum

4.2.2 Plan

This will be done in collaboration with the pupil, form tutor and parent/carer. At this point a pupil profile will be written detailing the pupil's strengths and difficulties. The profile will also detail the PLN support necessary and strategies to adopt in class to ensure the pupil makes progress towards the identified areas of need.

4.2.3 Do

The Head of Learning Support, along with form tutors and subject teachers, will use the information detailed on the pupil profile to decide what action is needed to help ensure pupil progress.

This might be:

- To provide different learning materials or equipment
- To introduce some group or individual support
- To introduce some appropriate intervention and monitor its effectiveness
- To undertake staff development/training aimed at introducing more effective strategies
- To access an outside agency for advice/strategies/training

4.2.4 Review

The pupil profile will be reviewed at least twice annually with staff, students and parents where appropriate. This review will also take into account whole school reporting systems, teacher updates, progress information and any specialist intervention. Plans will be monitored, changed (or finished) at these review points. Parents will be kept informed of any changes to their child's PLN support.

Pupil's needs and requirements broadly fall into four categories:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health difficulties (SEMH)
- Sensory and/or physical

The Head of Learning Support maintains a provision map outlining the provision given to each area of need at Range 1, 2 and 3. This is individually mapped based on pupil need. The range model is flexible and a pupil may move between ranges if they make better than expected progress or fail to make expected progress following appropriate intervention.

5.0 Transition

If a pupil is known to have special educational needs or disability when they arrive at school, the Head of Learning Support will:

- Use information from the primary school to provide appropriate differentiation to the curriculum for the pupil and focus attention from the teacher to support the pupil within lessons
- Ensure that ongoing observation and assessment provides feedback about the pupil's achievements to inform future planning of his/her learning
- Involve parents and pupils in developing a joint learning approach at home and in school
- The Head of Learning Support will support the assessment of the pupil, assist in planning for the pupil with colleagues and monitor action taken
- The Head of Learning Support has responsibility for sharing specialist advice to all teaching staff. Similarly, parents/carers enlisting support from private outside agencies (Educational Psychologists, Dyslexia Specialists, Private Health assessments) are asked to share documentation with school to assist in the planning of appropriate provision for their child

Where appropriate the Head of Learning Support will meet with the SENCo of the pupil's primary school in order to gather information.

A register is compiled of all pupils who may require additional support and this information is circulated to staff at the very beginning of the autumn term. Staff will have access to copies of the pupil profiles in order to inform planning. All parents will be informed if their child is placed on the register.

Pupils are placed at Range 1,2 or 3 on the register and their provision is mapped accordingly.

The Head of Learning Support is available to meet with prospective or new parents at a convenient time in order to discuss individual pupils and to detail resources available.

6.0 Pupil Profiles

Pupil profiles are available electronically to all appropriate staff. Hard copy files are kept confidentially in the staff workroom. They are updated at least annually and incorporate recent assessments, recent advice from external agencies, recent teacher observation or comments, strategies that work well and a general overview of the pupil's strengths/weaknesses and PLN needs.

All pupils on the PLN register have a pupil profile. Pupil profiles will be shared at parent's evenings and parent meetings. Parent's will be actively encouraged to add to the information available to staff.

In addition to the pupil profiles, the Head of Learning Support will produce a weekly PLN Bulletin for any issues/updates or concerns. The Bulletin is distributed to all appropriate staff.

The PLN noticeboard is fully maintained in the staff workroom. It contains useful information about processes and assessment, the whole school provision map and individual pupil pen portraits that are regularly updated.

7.0 The Particular Learning Needs Department

The PLN Department has two members of staff. A full time Head of Learning Support and a full time Teaching Assistant. Several members of teaching staff from different curriculum areas deliver lessons within the PLN Department. The Department is fully resourced with networked computers and printer and a range of curriculum support resources. We work closely with the librarian and have use of the library facilities. A fully staffed Homework Club runs daily during lunchtime. The library also hosts a range of interventions and reading activities/clubs before and during school staffed by the PLN staff and librarian.

8.0 Screening Assessment

Within the first few weeks of term, all pupils in Year 7 will sit the CAT 4 assessments. These tests indicate areas of strength and difficulties across the curriculum. In addition the Head of Learning Support will ask for teacher observation and comments following a settling in period. These are then used in the identification and assessment of any special educational needs. Parents will be contacted if any concerns arise following assessment.

9.0 Provision – Years 7 – 11

Throughout the school, pupil progress will be regularly monitored. This is through the curriculum reporting process, parent's evenings, teacher concern and GL Assessment Progress Tests in English, Maths and Science. Progress is then reviewed in accordance with the graduated response to meeting special educational needs and disability (as detailed above). Again, this will be in full consultation with parents and pupils. The Head of Learning Support is always available by appointment and actively encourages parents to make contact whenever they have an issue they would like to discuss.

Where appropriate, pupils may attend a PLN class or specific intervention as part of their personalised curriculum.

In the lower school, they will undertake appropriate interventions such as 'Catch Up Literacy' and 'Rapid Writing'. They may be part of the targeted guided reading group or paired reading (Team Read). They will be encouraged to attend Homework Club as often as possible.

In the Upper school the PLN Department provides additional curriculum support in the form of additional English and Maths lessons (incorporating qualifications such as 'Step Up to English Gold' if appropriate) in order to prepare and support the pupils through their GCSE years. In Year 11, the PLN group will undertake the Higher Project Qualification (HPQ) and additional English lessons alongside receiving additional time and support for their curriculum subjects.

10.0 Evaluation

The success of the school's SEND Policy and provision is evaluated through:

- Discussions with pupils, teachers and parents
- Monitoring of classroom practice
- Analysis of pupil data and test results
 - For individual pupils
 - For cohorts
- Progress monitoring of pupils on the PLN register
- Termly monitoring of procedures and practice
- The School Development Plan/PLN Development Plan
- The Independent Schools Inspectorate

This policy should be read in conjunction with Rishworth School's SEN Information Report and the whole school provision map.