



SIR THOMAS RICH'S

Special Educational Needs Policy

Review Date: June 2018

Status: This Policy was drawn up in accordance with the **DfE Special Educational Needs and Disability Code of Practice** (January 2015) and **The Special Educational Needs and Disability Regulations 2014**.

Responsibility: It is the responsibility of all the staff to implement this policy. It is the Governors responsibility to monitor its implementation and to review it regularly in the light of Government legislation or LA recommendations.

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1. Introduction

Sir Thomas Rich's School values the contribution that every pupil can make and welcomes their diversity of culture, religion and intellectual style. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access to all. All pupils with special educational needs or disabilities (SEND) are valued, respected and equal members of the school. The aim is for all pupils with SEND to reach their full potential in a supportive environment that enables them to become confident individuals living fulfilling lives. The school aims to prepare them to make a successful transition into adulthood, whether into higher education, training or employment.

As a selective grammar school, Sir Thomas Rich's has only a few pupils who, according to the Code of Practice 2015, would be deemed to have special educational needs (SEN). Nevertheless, some pupils have specific learning difficulties, communication and interaction difficulties, social, emotional or mental health difficulties, a disability, medical condition (see the Pupils with Medical Needs Policy 2017), which can affect learning. Provision for pupils with SEND is therefore a matter for the school as a whole because all staff may teach pupils with SEND. Therefore, the Governors, Head teacher, Assistant SENCO and all other members of staff take on important responsibilities regarding SEND. Further details of the Sir Thomas Rich's SEND provision can be found in the School Offer. Details of Gloucestershire's SEND Offer can be found at

<http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=2>

2. Objectives

The School's SEND objectives are:

- to enable pupils with SEND to maximise their achievements and make a successful transition into adulthood, whether into employment, further or higher education or training
- to ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND
- to ensure that the needs of pupils with SEND are identified, assessed, provided for and regularly reviewed

- to ensure that all pupils with SEND are offered full access to a broad, balanced and relevant curriculum
- to work in partnership with parents to enable them to make an active contribution to the education of their child and
- to take the views and wishes of the child or young person into account.

3. Roles and responsibilities

The Headmaster is the Special Education Needs Co-ordinator (SENCO). The Assistant SENCO's responsibilities include all SEND administration tasks. For example audits, the **SEND Monitoring List**, the **SEN Support** register and the writing of **Individual Educational Plans** or **My Plans**. The Assistant SENCO is also responsible for communicating with pupils, parents, colleagues within school and external organisations including Advisory Teachers, CYPS and the SEND Monitoring Team.

4. Admission Arrangements

The Governors and Headmaster are responsible for the admission arrangements, which accord with those laid down by the local authority. The school acknowledges in full its responsibility to admit pupils with already identified SEND, as well as identifying and providing for those not previously identified as having SEND.

5. Specialised provision

Specialised audio equipment has been acquired to help hearing-impaired students. A number of laptops have been purchased and are used by pupils with dyspraxic or dyslexic tendencies during KS3, GCSE and A level examinations. There are four toilets adapted for the disabled in the swimming pool changing rooms, the pavilion, the sixth form centre and in the language centre. In addition, in the entrance to the sports hall there is a Personal Care Suite for the disabled comprising toilet, washbasin, shower, plinth and hoist. The ground floor of the School is largely suitable for wheelchairs. (See the Accessibility Policy.) Drugs, e.g. Ritalin, are kept secure by the School's receptionist. (See the Medical Needs Policy.) There is a small medical room with toilet that is also used by staff for other purposes.

6. Identification, assessment, provision and review

- Prior to a pupil's arrival in Year 7 parents and feeder schools provide information to the Assistant SENCO.
- Similarly pupils with medical needs are identified by feeder schools and parents. The relevant information is passed onto the Assistant SENCO, the persons responsible for First Aid and all school staff.
- Pupils with specific learning difficulties can be identified at any stage during their school career by the teaching staff, who notify the Assistant SENCO or by pupils and parents expressing concerns.
- Pupils with emotional and/or behavioural difficulties can be identified at any stage during their school career by subject staff, form tutors and Heads of Year, who then notify the Assistant SENCO.
- Details of a newly identified SEN pupil are written up on an SEN file sheet and are kept in the Assistant SENCO's office. The Assistant SENCO drafts all IEPs, which contain strategies to support learning, targets where appropriate and a review date.
- IEPs are reviewed 1-2 times a year. The Assistant SENCO uses evidence from the Order grades reports to support this process
- Pupils and parents are all contribute to the writing and reviewing of IEPs.
- All subject staff, form teachers and Heads of Year have access to IEPs. IEPs are useful for staff for lesson planning and provide a very good basis for a review meeting.
- Pupils with IEPs are placed on the School **SEND Monitoring List**
- A copy of the SEND Monitoring list and all IEPs are posted on the Digital Staff room notice board to support those pupils on the SEND Monitoring list
- The Assistant SENCO supervises those pupils at '**SEN support**' level. These are pupils who receive or require intervention from an external agency. **My Plans** will be written to facilitate outside agency support, where needed
- Pupils with **Education and Health Care Plans** are monitored by the Assistant SENCO and have at least two

reviews during the year with in addition to the formal annual review process.

- The Form Tutor and Heads of Year play a very important role in monitoring the progress of pupils with EHC plans. Heads of Year attend the annual review meeting. All issues are discussed with the SEND pupils and parents are kept informed of any developments by the Assistant SENCO. Parents are invited to annual reviews of Education and Health Care Plans and, if appropriate, to meetings involving external agencies.

7. Access to the curriculum

All pupils have the entitlement to a broad, balanced and relevant curriculum. All pupils with SEND are taught for all of the week with their peers in mainstream classes by subject teachers and study the curriculum appropriate to their age. All teaching and support staff are aware of the National Curriculum Inclusion Statement 2016, and in their planning and teaching, they strive to:

- provide suitable learning challenges;
- meet the pupils' diverse learning needs and
- remove the barriers to learning and assessment.

With advice from and the support of the Assistant SENCO, teachers match the learning to the needs and abilities of the pupils. Where appropriate, materials are modified or resources are differentiated to enable pupils with SEND to access the learning or the assessment processes.

The School acknowledges that its practices make a difference, therefore the teaching staff regularly review issues related to pupils with SEND and classroom organisation, teaching styles and methods, materials and tasks to determine how these could be improved.

8. Access to the wider curriculum

In addition to the statutory curriculum, the school provides a wide range of additional activities. These include sports [e.g. rugby, cricket, soccer, and cross-country], music, drama and a number of clubs and societies [e.g. railway society]. Pupils with SEND have the same access to these activities as the other pupils in the school. The participation of pupils with SEND in these activities is monitored carefully. A supervised homework club, supervised by a member of staff, is available after school from 15:30 to 16:30 to help pupils who have problems in this important area.

9. The role played by parents of pupils with SEND

In accordance with the DfE Code of Practice, the School believes that all parents of children with SEND should be treated as equal partners. The School has a positive attitude to parents, provides user-friendly information in the form of the School Offer. The School strives to ensure parents understand the procedures and are aware of how to access advice.

Parents will be supported and empowered to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education;
- have knowledge of their child's education;
- make their views known about how their child is educated;
- have access to information, advice and support during assessment and any related decision making processes about special education provision;
- make informed decisions regarding personal budgets if their child has an Education and Health Care plan.

10. Monitoring and evaluating the success of the education provided for pupils with SEND

The School, including the Governing body, is committed to regular and systematic evaluation of the effectiveness of its work. The School employs a series of methods to gather data for analysis including:

- Analysis of the attainment and achievement of pupils with SEND as measured by half-termly order grades, school exam results, GCSE and AS results and staff opinion;
- post-16 destinations of pupils with SEND;
- regular observation of teaching;
- the views of parents, teachers and pupils;
- meetings between SENCO, parents, Heads of Year, subject teachers, Heads of Departments, SMT and Advisory teachers.

SEND provision is also monitored by the Gloucestershire SEND Monitoring and Support Team.

11. Arrangements for dealing with complaints from parents

Any complaints are initially dealt with informally by the Assistant SENCO. If the issue cannot be resolved then parents are invited to follow a formal procedure where a complaint is made in writing to the Headmaster. If the parent is dissatisfied, the complaint can be heard in front of a panel of three people one of whom must be independent of the management of the School. (See Complaints Procedure Policy.)

12. Arrangements for in-service training

The Assistant SENCO attends appropriate Gloucestershire SEND conferences and meets annually with Kay Thomas, the SEND Monitoring Officer for Gloucestershire. INSET days are used for whole staff updates and training. New members of staff meet with the Assistant SENCO for training at the beginning of the academic year.

13. Links with other facilities

Advisory teachers visit the School at least once per year supporting pupils with Visual Impairments or Physical Disabilities. Other lead professionals in regular contact with the School include Occupational Health Services and CYPS.

14. Allocation of resources

The Headmaster is responsible for the allocation of the SEND budget.