

Ramillies Hall School/Nursery



Special Educational Needs Policy

The SEN Policy reflects the principles of the 2014 Code of Practice

Ramillies Hall School is an Innovative Learning Community Committed to Excellence

Ramillies Hall School aims through its Mission Statement to:

- Provide a challenging, yet supportive environment to stimulate, maintain and develop a lively enquiring mind.
- Encourage all pupils to reach their true potential and eventually become independent learners who value learning with and from others, and have a positive attitude to life-long learning.
- Develop in pupils a sense of moral values, so that students become responsible members of society.
- Develop in pupils a positive attitude towards themselves and others
- Value application, perseverance, initiative and independence of thought and action, as well as co-operative endeavours.

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Ramillies Hall SEN Policy

Section 1: OVERVIEW

This policy is written in line with the requirements of:

- Part 3 of the Children and Families Act 2014
- SEN Code of Practice 2014
- The Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and direct payments regulations) Clause 49:2014
- Teachers standards 2012
- The Every Child Matters Agenda
- The Policies of the partner Local Authorities that support our children
- The aims of the school as outlined in the following documentation:

Anti-Bullying Policy, Accessibility Plan, Safeguarding Policy, First Aid Policy, The Local Offer, the timetable for support staff and external agencies, Identification Procedure, Equality Statement

Definition of Special Educational Needs (SEN) (Section 20 of the Children and Families Act 2014)

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a. have a significantly greater difficulty in learning than the majority of others of the same age,
- b. have 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 or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at a or b above or would do so if no special educational provision were made.

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.

Section 2: AIMS

All children have skills, talents and abilities and as a school we have a responsibility to develop these to the full. We believe that:

All children are entitled to a relevant and worthwhile education designed to enable individual pupils to participate fully in society and to contribute to and benefit from it.

Pupils who have special educational needs should be supported wherever necessary to achieve full access to the whole school curriculum. This will need to be facilitated through a range of access technologies including skilled staff, specialist equipment and resources.

Pupils should have individual programmes designed to maximise opportunities for independent living in preparation for life after school, including preparation for work or continuing education.

Objectives:

To promote education in a safe and secure environment within a happy atmosphere where children can learn effectively, improve their confidence, build up their self-esteem and develop their independence as individuals within the community.

- To enable pupils to take an increasing responsibility for their own learning.
- To make clear the expectations of all partners in the process and provision of education for special needs pupils.
- To actively seek ways of helping and involving pupils, parents and guardians in the care, development and education of their child and use effective communication methods to keep them fully informed.
- To support the professional development aspirations of all staff in relation to SEN training.

Section 3: IDENTIFICATION, ASSESSMENT, RECORD-KEEPING AND REVIEW

The National Curriculum Inclusion Statement requires that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil

achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum. (Code of Practice 2014) Ramillies continues to use the parameters as set out within the Code of Practice to deliver 'Quality First Teaching'.

The SEN code gives four broad areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical

Many children and young people have on going challenges that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.

Section 4: A GRADUATED APPROACH:

This is an approach to identify the additional support needs of pupils, take action to remove barriers to learning and put effective provision in place through the use of a Graduated Approach. By using this approach we intend reasonable adjustments to be made to ensure their needs are met and pupil's needs considered on an individual basis. Using the Graduated Approach means recognizing that there is a continuum of need, of different types and levels and that needs are met through the addition of increasingly specialist interventions as the level of need increases.

According to THE SEND Code of Practice:0-25 years (January 2015), the Graduated Approach can be described as:

“A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognizes that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the challenges that a child or young person may be experiencing.”

Our aim is to remove barriers to learning and put effective special educational provision in place through a Graduated Approach.

In the Ramillies' Graduated Approach there are 3 levels of Support.

Level 1. Universal

This is available to all pupils with or without SEN in school. This is met through high **Quality first teaching and learning**, differentiated for individual pupils, and is the first step in responding to all pupils in school. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (Code of Practice 2014.) This will be provided to those also receiving additional support

through the other levels of the Graduated Approach.

Level 2. Targeted

We will be observing for emerging barriers to learning and the pupil is likely to be working below expected levels for any of the 4 broad areas of SEN, and their progress is a cause of concern for the school or parents.

The child is put on the **School's First Concerns Register**. The SENDco completes a First Concerns Profile Form, keeps a diary of any meetings and correspondence and of strategies and responses allocated from the schools human and material resources.

If these interventions meet the needs of the pupil, at a Termly Review they will be removed from the First Concerns Register. If they are still needed they will continue until the next Termly Review alongside the strategies from QFT. If progress has not been made or the impact on learning indicators remain then the pupil steps up to the next level of support; level 3 (which may include supporting a parental application for an EHCP from a Local Authority)

Level 3. Specialist

At this level we will expect the pupil to have persistent barriers to learning. The pupil will either be on the **School's SEN Register as (K)** due to receiving some additional support which will be funded either by parents and/or outside agencies alongside the continuation of any strategies from QFT and/or First Concerns or on the **School's SEN Register as (E)** indicating they already have an EHCP.

The SENDco will set up Termly **Pupil Support Forms with SMART Targets** detailing relevant in or out of class interventions.

These interventions continue in place for as long as they are having the necessary impact and will be reviewed as part of the School's Termly Pupil Progress Review. If they are no longer needed to be in place the pupil will be removed from the SEN Register

If the child does not already have an EHCP (and is on either the First Concerns Register or on the School's SEN Register as (K) and:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of children of a similar age.
- continues to have difficulty in developing literacy and mathematics skills.
- has emotional or behavioural needs which substantially and regularly interfere with the child's own learning or that of the class or group, despite having an individualised behaviour management programme.
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- has ongoing communication or interaction needs that impede the development of social relationships and cause substantial barriers to learning

we would continue with any relevant strategies already in place, review the Pupil Support Form and SMART Targets termly, and support the Family's request for a Local Authority EHC Needs Assessment by providing evidence of need and a costed

Financial Provision Map.

A Parental Request for Statutory Assessment (which may lead an Education, Health and Care Plan)

If a child has significant long-term barriers to learning he/she may undergo a Statutory Assessment process by the Local Authority. This can be recommended by the school or parents. In Ramillies it is the practice that Parents will make the initial request to the Local Authority and the school will provide evidence of need. This would be discussed at a meeting with parents and relevant outside professionals. A request for an assessment must be supported by evidence of long term and sustained need for support that cannot reasonably be met from the school's or parent's resources.

As outlined in the Code of Practice, 'Where a request for a statutory assessment is made by a school or parent to an LA, the student will have demonstrated significant cause for concern.' The school will support a parent's application with evidence of need through the:

- PUPIL SUPPORT FORMS for the pupil.
- Records of regular meetings and their outcomes.
- National Curriculum levels.
- Attainment in literacy and mathematics.
- Views of the parents of the pupil.
- Involvement of other professionals.
- Any involvement by social services or education welfare service if appropriate.
- The School will advise parents to have a recent report from an Educational Psychologist.
-

When an EHC Plan is in place, either upon entering the school, or awarded whilst in the school.

On receipt of a EHCP from the local authority,(or if they enter the school with one) the SENDco will register the child on the SEN Register as (E).We will continue to implement appropriate and recommended strategies and interventions and ensure TAs and teachers receive relevant CPD. The SENDco will formulate an action plan of support/provision using the Pupil Support Forms with SMART Targets.

The SENDco will chair the LA EHCP Annual Review and discuss the child's progress, monitor the cost of support is at the correct level and either it is agreed to:

- maintain the statement/EHCP
- request an amendment to the statement/EHCP
- request that the statement ceases and school support systems monitor progress

The **graduated response** is a person centred approach with a four-part cycle of assessment, planning, doing and reviewing whereby earlier decisions and actions are revisited, refined and revised to match interventions to a child's needs.

The **principles** below are adopted at **all stages** of the Graduated Approach and not

just for those who are undergoing EHC Assessments or have an EHC Plan already in place.

Assess

The child's needs are analyzed by those teaching and supporting the child in and out of the class; this involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.

The triggers for intervention could be the teachers, TA or parental concern, underpinned by evidence, about a student who despite receiving differentiated learning opportunities within the regular class setting:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified areas of weakness
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural challenges which are not ameliorated by the behaviour management techniques usually employed in the school
- has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction challenges, and continues to make little or no progress despite the provision of a differentiated curriculum

The gathering of information by the SENDco in respect of identifying the pupil's special educational needs may be via liaison with:

1. teachers
2. parents through school parents' meetings and individual contact: school-parent/parent-school.
3. external agencies where pupils may have been known to their service
4. the Local Authority

and using:

- CAT4 Forecasting Data
- Information from feeder schools

- SEN tests – WRAT4 reading, spelling and Maths as appropriate.
- SEN tests – LASS testing etc
- Diagnostic assessment of individuals highlighted from the above three areas.
- Subject area comments and analysis of progress registered through: .
 - a) Teachers ongoing marking/assessment
 - b) Pupil reviews
 - c) Pupil reports
- Pupils referred by subject teachers as giving cause for concern and therefore meriting assessment and possible inclusion on SEN register
- Ongoing assessment, review and record keeping of pupils in line with the school's organization.

Plan

Planning will involve consultation between the teachers, support staff, SENDco and parents to agree longer term learning objectives and hoped for outcomes. Reasonable and practicable adjustments, interventions and support that are required will be recorded on the child's First Concer Form or the PUPIL SUPPORT FORM with SMART Targets and reviewed termly. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, teachers and support staff will be able to access the pupil's EHCP, Personal Profile, Pupil Support Form with Targets, Professional Reports, Schools Termly Pupil Progress Form, Assessments which will inform them of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. Any relevant staff development needs will be identified and addressed.

Do

The class teacher remains responsible for working with and monitoring the progress of the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. The pupil's response to the support can inform future planning.

Review

The impact on progress, development and/ or behaviour that is expected will be recorded by staff on the schools Termly Pupil Progress Forms and Pupil Support Form. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. If necessary outside assessments may be considered at the progress review with parents to inform a future cycle of response.

Advice can be sought from outside specialists at any point; to advise on early identification of SEN, where little or no progress is made over a sustained period, where the child is working at levels substantially below those of their peers. Advice is incorporated into the child's individual planning and targets.

- **Section 5: MANAGING PUPIL NEEDS ON THE SEN SUPPORT REGISTER**

The Head of the School is Denise Anthony and she is accountable for the delivery of the SEN Policy. The implementation of the Policy on a daily basis is the responsibility of the SENDco, Ann Luckock and the Deputy SENDco, Vasanti Patel; and a dedicated SEN Administrator, Janet Bartlett, with oversight by the Head of the School. In partnership, the team will:

- a. oversee the running of the provision for pupils with special educational needs including in class, small group and individual pupil support.
- b. organise and manage the work of the school's Teaching Assistants (TAs).
- c. maintain the school's Special Needs Register and all the required documentation.
- d. keep records on pupils who have special educational needs and ensure their progress is regularly monitored and reviewed via the Pupil Support Forms with SMART Targets.
- e. liaise with teachers, parents and external agencies.
- f. ensure annual reviews for pupils with an EHCP are completed.
- g. organise meetings as appropriate with designated teachers at regular intervals in respect of special needs issues.
- h. regularly review and monitor SEN provision within the school.
- i. take part in formal meetings with external agencies regarding individual pupils to be assessed.
- j. liaise with the Senior & Junior Subject Teachers to ensure the needs of pupils with special educational needs are met throughout all the subjects of the curriculum.
- k. in line with the school's professional development plan provide access to in-service training to meet the needs of the school and individual members of staff.

Section 6: ACCESS TO THE CURRICULUM

To accommodate pupils who are designated as having a special educational need, the school provides:

- QFT including differentiated teaching across the school
TA's to provide support enabling appropriate access to the curriculum via in-class, small group and individual support.
- Individual / small group teaching from specialist teachers for literacy and numeracy
- Individualised timetables to accommodate specific needs (this may include disapplication from National Curriculum subjects as agreed)
- Specialist equipment
- Assistive Technology, as a core element of the curriculum and available on all computers through the school
- A varied curriculum at KS4 including GCSE, BTEC, C/G, Entry Level, Functional Skills, ASDAN, Princes Trust, Preparation for Working Life.
- Intervention and advice from a range of specialist agencies

The school aims to include all pupils with special needs into all the activities of the school as far as it is reasonably possible. However, in the best interests of the pupil, there may be occasions or periods of time when the best solution is withdrawal from the class for intensive programmes to be taught. Parents and pupils will always be involved in discussion when these situations arise and the pupil's welfare will be the primary area in making a decision in these matters. Time for interventions will be made sympathetically within the pupil's timetable.

Section 7: SUPPORTING PUPILS AND FAMILIES

Contact with Parents

Parents are viewed as partners in their child's education and are kept fully informed about this. They will be contacted directly should there be any change in their child's progress, behaviour or educational provision within school. Contact with parents in respect of pupils who have special educational needs will be available through the following means:

1. Meetings/telephone conversations with parents
2. Parents' evening to discuss the EHCP and the Pupil Support Forms with SMART Targets
3. Formal reviews/meetings where appropriate
4. SENDco to meet with parents where a request for formal assessment is to be made
5. In addition to the reviews/parents' evenings, those parents who have a child with a EHCP will be invited to an annual review meeting
6. Sharing success with parents
7. The Termly Pupil Progress Review for all pupils which gives information on the child's Academic, Attendance, Behaviour for Learning and SEND Targets.

Further to this, the school operates an open-doors policy where parents are encouraged to request the opportunity for an informal discussion or an organised

meeting at any time of their asking.

Assessment Arrangements:

The WRAT 4, DASH, LUCID, COPs, CAT4, LASS 8 - 10 and LASS 11 - 15 tests are used as appropriate. Furthermore, Educational Psychologists reports, previous school reports or other external specialist reports are used to assess need. In addition, the child would spend two or three days in school prior to admission, to allow observation within and outside the classroom.

As early in the admissions process as possible the CAT4 and WRAT4 will be completed to set a baseline for the child.

In some cases, we would allow extended assessment if we were uncertain as to whether or not we were able to meet the needs of the pupil.

When deciding whether to admit a child into a year group, we take account of the number of children already in that group, and their needs, in order to ensure that the system does not become overstretched.

The Local Offer

Parents and prospective pupils are encouraged to consider our Local Offer as follows:

Name of setting: Ramillies Hall School

Type of setting: Mainstream with special status for ASC, SpLD, SALT Specific age ranges: KS2 – KS4 (Y3 – Y11)

Number of places: 100

Types of SEN that are catered for:

We are an inclusive, mainstream setting which caters for children and young people with a wide range of needs. We are CReSTeD accredited, which demonstrates that we offer a whole school approach to teaching students with SpLD. We are listed with DfE as an Independent Specialist School.

At Ramillies each child has the right to receive a full education which centres around the whole child. Children who enter the school without SEND are identified as early as possible within our setting. Many children enter the school already with identified SEND and already with an EHCP. Initial identification can occur as early as entry. Each child, as part of our admissions process, undertakes a standardised screening test. From this, needs in the area of literacy or numeracy could be indicated or reiterated. This initial screening is combined with information gathered at point of entry from parents and other external specialists.

Section 8: SUPPORTING PUPILS WITH MEDICAL NEEDS:

Most pupils will, at some time, have a medical condition that may affect their participation in school activities. For many this condition may be short-term: perhaps finishing a course of medication. Other pupils may have a medical condition that, if not properly managed, could limit their access to education. Such pupils are

regarded as having medical needs. Most children with medical needs are able to attend school regularly and, with some support from the school, can take part in most normal school activities. However, school staff may need to take extra care in supervising some activities to make sure that these pupils, and others, are not put at risk.

Ramillies Hall School recognises that children with medical conditions should be properly supported so they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, Ramillies will comply with its duties under the Equality Act 2010.

First Aid/Medical Needs teachers have a full and comprehensive list of the medical needs of all pupils, which is updated at regular intervals. The list is on display in the staff room and on the door of the medical room cupboard. Please refer to the First Aid Policy for further information.

Some children may also have SEN and may have an Education Health Care Plan. This brings together health and social care needs, as well as their special education needs provision; Ramillies follows the 2014 SEN Code of Practice for these children.

SEN Specialisms

The school accommodates specialist provision for pupils who experience challenges in:

- Specific Learning Difficulties, including Dyslexia and Dyspraxia and associated learning difficulties.
- Social and Communication Skills; including high functioning Autistic Spectrum Conditions.
- Speech and Language Difficulties.

Access for the Disabled:

Due to the nature of the site, the school is unable to provide full access for students with mobility challenges. The school has provided some access for disabled pupils through ramped access to some buildings and disabled toilet facilities. The needs of the pupil are taken into account when considering admission and if admitted then with timetabling arrangements in order to ensure full access to the curriculum is available. Where possible, classes are re-roomed to accommodate students with mobility problems. Specialised furniture is used by some pupils in lessons. The Accessibility Plan provides a detailed description of adaptations to buildings and access plans for the future.

Section 9: MONITORING AND EVALUATION OF SEND

The School's Management use both quantitative and qualitative analysis in the evaluation of SEN provision. The following criteria are used to establish best value:

- Pupils on SEN register having made progress according to staff records.
- Pupil targets are fluid and demonstrate tangible progress in all areas of intervention practice.
- Annual comparative data from standardised tests (CAT4 on entry and at ends of key stages, WRAT 4 single word reading, reading comprehension, spelling and maths) demonstrate individual pupil progress.
- Monitoring of pupil progress influences the development of each child's individual support programme to ensure it meets the changing needs of the pupil.
- Constant monitoring of SEN provision via a range of systems which gather information on pupils, staffing and the quality of systems in place.

Monitoring of Provision

The information above is available within school in respect of the effectiveness of the support available for pupils with identified special educational needs. It is gleaned from monitoring and evaluation via observations of:

- whole class/group teaching
- small group/individual teaching
- in-class support
- use of differentiated teaching/resources/specialist equipment
- use of assistive software and hardware
- monitoring of the SMART Targets on the in and out of class PUPIL SUPPORT FORMS
- whole school target setting and monitoring

Future Planning

Future planning on SEN takes place in accordance with:

- Ongoing evaluation of service
- Financial parameters and complexity of the needs of pupils
- Ongoing LA and government directives and changes in legislation.

Section 10: IN-SERVICE TRAINING

In-service training is available in respect of SEN for the whole school, departmental or individual members of staff. The provision of training will be allocated where there is deemed to be a recognised need and will be in accordance with the school's Professional Developmental Policy.

There is ongoing SEN training for all members of staff as part of INSET days. Staff also attend off-site courses where appropriate.

It will be delivered by some of the following:

- SENDco or Deputy SENDco
- Individual members of staff within the school who have a designated

specialism

- External consultants/trainers

All teaching and support staff take part in an annual performance management cycle, which identifies training needs and seeks to develop expertise within the department.

Section 11: STORING AND MANAGING INFORMATION

With reference to the latest guidelines of General Data Protection Regulations (to be in place May 2018) the school SEN records will collate and record the school's responses at all stages and information collected at review meetings will be included. An appropriate combination of the following information regarding individual pupils will be available in school for scrutiny at any time:

- Special Needs Register
- Description and nature of pupil's difficulty
- Strategies to be adopted
- Termly Pupil Progress Reports
- Pupil Support Forms
- Minutes from Review Meetings
- Reports from outside agencies

Section 12: QUERIES AND COMPLAINTS

Parents and partners with the school are welcome to query the decisions made by the school through the school's complaints policy and procedures.

Section 13: EXTERNAL AGENCIES/FACILITIES AND SUPPORT SERVICES

The school works closely with other agencies to focus on the identification and provision for those students who have a special educational need. All services involved with the school are regarded as being part of a working partnership whose aim is to provide, as highlighted in the Code of Practice, an integrated, high quality, holistic support which focuses on the needs of the child.

The following services/agencies are available to/involved with the school:

- Educational Psychology
- Speech and Language Therapists
- Occupational Therapists
- ASC Consultant
- ADHD Nurses and professionals
- Social services
- Other Health services
- Child and Adolescent Mental Health Services (CAMHS)
- Services for Young People

Local Authorities currently in partnership with Ramillies Hall School:
Cheshire East

Salford
Manchester
Trafford
Warrington
Stockport
Rochdale

POLICY AND PROCEDURE REVIEW

This policy and procedure will be reviewed annually by the Headteacher and the SENCO.

Written By	Ann Luckock
Reviewed	February 2018
Date of next Review	February 2019