

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 January 2016

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 difficulties 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:

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may not have SEN. 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.)

The graduated response is a four-part cycle of assessment, planning, doing and reviewing which is recorded on the child's Pupil Support Form and provision map. This process will happen twice yearly, in line with the assessment and monitoring policy.

Assess

The teacher identifies pupils with learning needs in 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:

- 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 difficulties 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 difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

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

1. teachers
2. parents by 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.

Assessment of Needs

- 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 teacher, SENCo 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 PUPIL SUPPORT FORM with a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed 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.

To track child's long term progress and level intervention he/she will be included on the SEN register by the SENCo.

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. The impact on progress, development and/ or behaviour that is expected will be recorded by class teacher and other staff and summarised on the PUPIL SUPPORT FORM in preparation for the termly progress review.

Review

Reviews will be undertaken in line with agreed dates. 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.

Statutory Assessment/Statement of Special Educational Need/EHCP

If the child, despite receiving an individualised programme and/or concentrated support:

- 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 difficulties 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 difficulties that impede the development of social relationships and cause substantial barriers to learning.

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

If a child has significant long-term difficulties he/she may undergo a Statutory Assessment process by the Local Authority which is usually recommended by the school and parents. This would be discussed at a review 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 by the school SEN budget.

As outlined in the Code of Practice, 'Where a request for a statutory assessment is made by a school to an LA, the student will have demonstrated significant cause for concern.' The school will provide evidence from:

- the PUPIL SUPPORT FORM for the pupil.
- Records of regular reviews and their outcomes.
- The pupil's health including the child's medical history where relevant.
- National Curriculum levels.
- Attainment in literacy and mathematics.
- Educational and other assessments, for example an Educational Psychologist.
- Views of the parents of the pupil.
- Involvement of other professionals.
- Any involvement by social services or education welfare service if appropriate.

Process for Action, Record-Keeping and Review

- On receipt of a Statement of Special Educational Needs/ EHCP from the local authority, the SENCo will formulate an action plan of support/provision.
- Pupil Support Form:
From collated information and advice from external agencies, the Learning Support team discusses the pupil's needs with the class teacher, specialist support staff, pupil and parent and issue a PUPIL SUPPORT FORM. The support to be provided is indicated and set within SMART targets.
- Review/evaluation:
Ongoing review of LS sessions and information from academic teaching staff feeds into this process.
- Annual Review: SENCo collects information from staff, parents, pupils and outside agencies and collates the information prior to the annual review. At the annual review, progress is discussed 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

Section 5: MANAGING PUPIL NEEDS ON THE SEN SUPPORT REGISTER

The Head of Learning Support 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 two SENCOs, Elaine Griffiths and Anne Luckock; and a dedicated SEN Administrator, Janet Bartlett, with oversight by the Head of Learning Support. In partnership, the team will:

- a. oversee the running of the provision for pupils with special educational needs including general class, small group and individual pupil support.
- b. organise and manage the work of the school's Learning Support Tutors, Learning Support Assistants (LSAs) and 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.
- e. liaise with teachers, parents and external agencies.
- f. ensure annual reviews for statemented pupils 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 School Administrators, 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:

- Differentiated teaching across the school
- 3 specialist learning support tutors, 13 SEN TA's and LSA'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
- Individualised timetables to accommodate specific needs (this may include disapplication from National Curriculum subjects as agreed)
- Specialist equipment (e.g. height adjustable tables)
- Assistive Technology, as a core element of the curriculum and available on all computers through the school
- Alternative curriculum at KS4 including GCSE, Entry Level, Functional Skills, ASDAN and Life Skills
- 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. The process for contact with parents in respect of pupils who have special educational needs will be:

1. Meetings/telephone conversations with parents
2. Dedicated Learning Support parents' evening
3. Formal reviews/meetings where appropriate
4. SENCo 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 statement of special educational need will be invited to an annual review meeting
6. Sharing success with parents

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.

Admission Arrangements:

Nursery: At Ramillies Nursery we aim to give the child the best start in life. There are three departments, Babies, Toddlers and Early Years, and the Nursery opens each weekday for 50 weeks a year. Taster mornings/visits can be arranged encourage children to settle.

Admission to School can be by two routes:

From Ramillies Hall Pre-School via the Reception Class - appropriate Foundation Stage assessments are used.

At other ages - the WRAT 4, DASH, LUCID, COPs, 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.

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: KS1 – KS4 (Y1 – 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 Special School.

At Ramillies each child has the right to receive a full education which centres around the whole child. Children with SEND are identified as early as possible within our setting. 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. 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 a statement or 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 difficulties. 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 (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
- practical use of 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 an annual programme of ongoing SEN training for all members of staff. Staff also attend off-site courses where appropriate.

It will be delivered by one of the following:

- Head of Learning Support
- Individual members of staff within the school who have a designated specialism
- External consultants/trainers

All staff received school-based and in some cases external training over the course of 2013 – 2015.

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

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
- Pupil Progress Reports
- Pupil Support Forms and evaluations
- Minutes from Review Meetings
- Reports from outside agencies

Section 12: QUERIES AND COMPLAINTS

Parents and partners with the school are welcome to the query decisions made by

the school through the school's designated channels as laid down in school documentation.

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
Cheshire West
Salford
Manchester
Derbyshire
Trafford
Warrington
Stockport
Rochdale
Calderdale

POLICY AND PROCEDURE REVIEW

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

Written By	Denise Anthony and Elaine Griffiths
Reviewed	January 2016
To be Reviewed	January 2017