

# SEN Approach and Procedures

Reviewed April 2017 PRM

Next review April 2018

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*The following document should be read in conjunction with the SEN Policy*

Following an initial identification, Ryde School operates the 4-stage graduated approach of 'assess, plan, do and review' (SEND Code 2014) when dealing with children who may have a learning difficulty.

## **Identification:**

Pupils potentially requiring support are identified in the following way:

- Prior to enrolment
- Via the Head of Fiveways and the Head of the Junior School
- Referrals from teaching staff /Heads of Year/tutors
- Self-referrals
- Parents
- Dyslexia Screening in Year 2, Year 7 and on entrance.
- Reading/Spelling tracking assessments in the Junior School.

All teachers are responsible and accountable for the progress and development of all the pupils in their class, including those pupils who access support from teaching /learning support assistants and specialist staff.

## **Assessment:**

Once identified and permission has been sought from parents, pupils will have individual assessments. Part of this assessment process is information gathering from teaching staff as to performance in the classroom.

There is no additional charge for these assessments.

Following 'in house assessment', further full specialist assessments are occasionally recommended from outside professionals such as ophthalmologist, speech and language therapist, occupational therapist, educational psychologists. Parents need to meet the costs of such assessments which go beyond what the School can provide.

Diagnostic assessments for the purposes of examination access arrangements are available for pupils from Year 9 onwards, for which there is an additional charge.

## **Planning:**

Following assessment, planning the most appropriate support is discussed with teachers, Head of Junior School/Head of Fiveways/Heads of Year/Academic Deputy Head/ Teachers parents and the child.

Parent meetings are held along with relevant School staff or by telephone conversation, e-mail or letter to ensure that the parents are kept fully involved in planning the most appropriate form of support for their child. Where this involves a significant variation from the standard programme of study it will be agreed in a meeting between the Head Master, Head of Learning Support and parent(s) and recorded as an Individual Education Plan (IEP.)

**Support:**

A Learning Support Profile (LSP) is written for all pupils identified as having an Special Educational Need (SEN). This provides strategies for teachers to use in the classroom and is available via isams and on the Learning Support Folder on Ryde School desktop.

Learning Support lessons can be recommended by a qualified specialist teacher in a small group or 1-1 .

In the Junior School and Fiveways, it is sometimes more appropriate for the child to have additional individual support in or out of the classroom from a learning support assistant.

The needs of each pupil are considered on an individual basis in liaison with parents, teaching staff and the pupil. Additional Wave 3 support is financed by the parents and is reviewed on a regular basis.

**Do:**

*Details of the three levels of support (Waves 1 to 3) are explained within Academic Procedure: SEN Levels of Support*

1-1/small group tuition from a specialist teacher. These lessons are in the form of 10 x 30 minute sessions each term. Some pupils have 2 x 30 minute sessions each week (20 lessons per term). Lessons are before school, lunchtime or after school, or pupils are withdrawn from lessons. In the Senior School, lessons are re-timetabled each term to avoid a pupil always missing the same lesson. In the Junior School and Fiveways, lessons are arranged in liaison with the class /subject teacher where possible and moved as appropriate. Pupils are grouped according to need/focus. Some pupils are offered a short 'block' of 5 workshop lessons to focus specifically on, for example, spelling strategies, study skills, memory. There is an additional charge for these lessons.

We encourage all pupils to become independent learners and provide the opportunity for them to learn how to make full use of technology to support their learning need. Ryde School has Dragon Naturally Speaking for speech to text, and Read and Write for text to speech. We provide the opportunity for pupils to learn to touch type and use a word processor as their 'normal way of working' in the classroom and for preps for longer pieces of writing.

In the Junior School and Fiveways, some pupils benefit from having a Learning Support Assistant in class for some of their lessons (generally maths, English and Science). This is always considered to be a route towards independence, and we would expect all children to be working in the classroom independently by the time they reach the Senior School. Classroom Learning Support would be gradually reduced as the pupil grows up through the school and we would expect that support to be minimal in Year Six.

We encourage all pupils to leave Ryde School with the tools to help them access life. In the classroom and in examinations we aim to provide pupils with strategies and tools to assist them with this.

All teachers at Ryde School are expected to provide Quality First Teaching for all its pupils (Wave 1).

High Quality teaching, differentiated for individual pupils, is the first response to pupils with, or who may have, SEN.

“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people.”

Para 1.24 SEND Code of Practice 2014

The Independent Schools Standards Regulations (ISSRs) states :

“In particular, no school can meet the standard if any significant group of its pupils is not properly provided for. This includes those with special educational needs or learning difficulties, those for whom English is an additional language, and the most able.”

*(Para 41)*

**Review:**

LSPs are reviewed bi- annually for all pupils receiving additional support from the Learning Support Department , and annually for all pupils on the SEN Register.

Individual pupils maybe reviewed more frequently according to need in liaison with Heads of Fiveways/Junior School/teaching staff /Heads of Year/tutors/ Academic Deputy.

All Learning Support lessons are reviewed at the end of each Term in liaison with teachers, parents and pupils.

All pupils taking a short ‘block’ of lessons are reviewed at the end of that session.

The progress and support of all children receiving learning support lessons is carefully recorded and monitored by their learning support teacher.

It is the Head of Learning Support (SENCo)s responsibility to review all pupils with an Education Health and care Plan (EHCP) or Statement of SEN and hold an annual review meeting in liaison with the Local Authority (LA), parents, outside professionals and Ryde School teaching staff.

In line with the SEN and Disability Code of Practice, 0-25 years 2014 (SEND Code 2014), the LA retains legal and financial responsibility for ensuring that the provision specified in the child’s EHC/statement is made. This will include paying the fees charged by the independent school. The day to day practical responsibility of making provision rests with the school.

A pupil with lifelong or significant difficulties may undergo statutory assessment; a process which requires school, parents and external agencies to work together to apply for an EHCP. The graduated response of ‘assess, plan, do, review’ needs to have completed at least two full cycles with clear evidence that despite the additional to/different from support put in place, the pupil continues to have significant difficulties in making progress.