

Special Educational Needs Policy (to include Early Years)

Reviewed by PRM, April 2018

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RYDE SCHOOL
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Introduction

This policy should be read in conjunction with the *Special Educational Needs and Disabilities Code of Practice 2015* (SEND Code 2015), *The Equality Act 2010*, *The Children and Families Act 2014*. This document is a statement of the policy for the teaching of children with special educational needs or disabilities at Ryde School.

At Ryde School we support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. We are also committed to helping pupils with SEND develop as confident learners who can work independently, learning to manage and adapt rather than be disabled or disadvantaged by their situation.

This policy has regard to the Special Educational Needs & Disabilities (SEND) Code of Practice for 0 to 25 years (September 2015).

Ryde School identifies pupils as having SEN(D) if they have a learning difficulty or disability which calls for special 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 he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age.

SEN (Special Educational Needs) provision is defined as educational provision that is additional to or different from that made generally available for other pupils of the same age and are recorded on the Learning Support Register as having SEN.

Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is "...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities."

Not all children are disabled by their SEN and vice versa.

Guiding Principles of SEN at Ryde School

The SEN Policy is guided by the aims of Ryde School and of the Learning Support Department:

Aims & Objectives:

To help the School meet the individual needs of all its pupils.

To provide targeted support to meet the needs of all pupils with learning difficulties.

To help pupils become well integrated into the School and acquire the study skills and self-esteem that will allow them to reach their full potential.

To provide pupils with the tools to become independent learners by the time they take external examinations.

To create a partnership between teaching staff, learning support staff, parents and outside agencies and the pupil him/herself in order that success is achieved.

To identify pupils with SEN so that appropriate support can be recommended and put in place as required, and to monitor progress.

To provide support, guidance, information and training to ensure that subject and class teachers throughout the School have the information and tools to provide Quality First Teaching in the classroom.

To identify pupils and offer assessment as appropriate to ensure that all pupils have the necessary examination access arrangements for public and internal examinations.

To create a partnership with the Examinations Officer to ensure that the smooth administration of examinations.

To make reasonable adjustment for disabled children to help alleviate any substantial disadvantage they experience because of their disability, as set out in the Equality Act 2010

Approach:

Pupils requiring specialist provision that is 'additional to and /or different from to that normally available to pupils of the same age' (SEND Code 2015) are identified as having needs across one or more of the following four areas:

- **Communication and Interaction**
This includes speech, language and communication needs (SLCN). Children with Autistic Spectrum Condition (ASC) are likely to have difficulties with social interaction and may have difficulties with speech, language or social communication.
- **Cognition and Learning**

This includes pace of learning, where children learn at a slower pace than their peers, even with appropriate differentiation and Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

- **Social, Emotional and Mental Health**

This includes becoming withdrawn or isolated, displaying challenging, disruptive or disturbing behaviour, and may reflect underlying mental health difficulties such as anxiety, depression, eating disorders or physical symptoms that are medically unexplained. It also included disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) or attachment disorder. 'Young Carers' are recorded on both the SEN register and Welfare List

- **Sensory and/or Physical Needs**

This includes vision, hearing and multi-sensory impairment, medical needs and/or physical disability.

Following an initial identification, Ryde School operates the 4-stage graduated approach of 'assess, plan, do and review'* (SEND Code 2015) when dealing with children who may have a learning difficulty, details of this process are available within Academic Procedure: SEN Approach.

*Evidenced in Welfare Plan for SEMH

Whole School Approach

The Learning Support Department works closely with all other departments across each section of the School. Information about all pupils is available on the Ryde School intranet to aid effective communication of pupils' needs and provision; each pupil on the Learning Support register has a Pupil Profile which provides advice to teachers on how best to support the individual. Pupils with a Profile are flagged on the School's Management Information System, iSAMS, in addition to the Learning Support Register available on all desktops. In addition to electronic records, a hard copy of information about pupils is also stored in Q'I Centre. In this way every staff member has access to complete and up-to-date information about all pupils with educational special needs and their requirements, which will enable them to provide for the individual needs of these pupils.

Each week the Head of Learning Support meets with the Head of Pastoral Care to discuss pupils on both the Welfare List and Learning Support register; all pupils with SEN needs relating to Social, Emotional and Mental Health (SEMH) are included on the Welfare List. Where it is agreed a pupil should be added to the SEN register for SEMH, a Learning Support Profile is created. Access to the curriculum is also a standing item on the agenda of this meeting.

The Head of Learning Support (SENCO) meets weekly with the Head of Fiveways who acts as a conduit for referrals from the Early Years Foundation Stage.

The Head of Learning Support is a Head of Department and as such attends academic and pastoral meetings on a regular basis, and at such times, information about pupils is shared.

The School operates levels of support for students identified as or SEN identified within the School as waves:

Wave One – In the classroom support provided by the class teacher which responds to the in-school strategies identified as part of a 'learning support profile' which is created by the learning support department for all pupils with an identified need.

Wave Two – Small group intervention to enable pupils to develop the skills required for them to access the curriculum to their full potential.

Wave Three – 1 to 1 or small group support provided by specialists.

The LS Department also works closely with parents, through regular contact at parents' meetings, via emails and through the pastoral system to ensure that parents are kept up-to-date with their child's progress.

Where a pupil has difficulties, they remain under the responsibility of the class and/or subject teacher. All LS Department staff work to support the class/subject teachers in understanding the strengths and weaknesses for that pupil, problem-solving and advising on intervention strategies and supporting through observation, small group and individual instruction.

Class and subject teachers provide quality first, highly differentiated teaching and are the first step to supporting children who might have SEND (Wave 1).

Within the Junior School and Fiveways, Teaching Assistants are timetabled to provide in-class support and work under the direct guidance of the class/subject teacher with groups or individual children (Wave 2). In addition they provide targeted small group support.

Learning Support teachers provide individual chargeable lessons for children at different levels of need, whose parents would like them to have more targeted and personalised support. Individual lessons usually support children with dyslexia or dyscalculia, with or without a diagnosis. (Wave 3).

Full details of targeted intervention are contained within **Academic Procedure: Levels of SEN Support**

Sometimes outside agencies are called in to work with children, either for a one-off session, fixed-term or to provide on-going support. In these cases, outside agencies are usually funded by the child's parents and all reports and recommendations, where appropriate, are shared with the family as well as the School.

Learning Support Register

All pupils with an identified learning support need are included within the School's Learning Support Register. Some pupils access Learning Support lessons or interventions for a short time as 'catch up' or to learn specific skills, whilst many pupils on the LS register do not have a significantly greater difficulty in learning or a disability as defined earlier. These pupils are **not** be deemed to have a SEN

"...a learning difficulty or disability which call for special educational provision to be made for him or her."

Pupils with SEN and/or disability will be identified on the School's Learning Support register as such.

Any pupil with an EHCP will be identified on the Learning Support register.

All pupils who have examinations access arrangements are 'disabled' within the meaning of the Equality Act 2010. They may not have SEN, as the access arrangements are providing equal access to the curriculum and examinations.