



Ruthin School

DISABILITY INCLUSION, SPECIAL EDUCATIONAL NEEDS AND LEARNING SUPPORT POLICY	
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Disability Inclusion, Special Educational Needs and Learning Support Policy

The school welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment. The governors and staff are firmly committed to inclusivity and to giving every child the best possible start in life. Treating every child as an individual is important, and pupils with physical disabilities are welcome. Pupils, whose Special Educational Needs (SEN) and learning difficulties are suited to the curriculum, are also welcome provided that the school can provide them with the help and support that they require.

THE SELECTION PROCESS

Applications from all who have the ability and aptitude to access an academic curriculum are welcome. However, parents of children with SEN or learning difficulties are advised to discuss their child's requirements with the school before they sit the entrance exam so that adequate provision can be made for them on the day. Parents are asked to provide a copy of a medical report or educational psychologist's report to support their request, for example, for large print material, extra time, use of laptops or other special arrangements.

BEFORE ENTRY

Each pupil with SEN requires special consideration and treatment. If appropriate adjustments need to be put in place, they will be discussed thoroughly with parents and their medical advisers, including adjustments that can reasonably be made to the curricular and extra-curricular activities before their child becomes a pupil at the school.

BARRIERS TO LEARNING

The school recognises that social, emotional and behavioural barriers to learning can be associated with some disabilities. Mental illness or learning difficulties can cause behavioural issues. The school aims to work together with families to overcome or minimise these as far as is possible.

Since pupils with SEN have very different needs, the school recognises the importance of communicating closely with parents with regards to learning assessments for their child/ren and

related targets for improvement. The school shares targets with pupils and parents with the aim of enabling improvements to be achieved.

The school also promotes the wider personal and social development of pupils with SEN through a number of different opportunities.

PHYSICAL ACCESSIBILITY

Parents of current and prospective pupils with disabilities may wish to request copies of the school's accessibility plan. The school has an active monitoring policy and will do its best to make adjustments to take account of an individual pupil's needs, within the constraints imposed by its historic and listed buildings, scattered site and resources.

OTHER ADJUSTMENTS

Depending upon need, children can use laptop computers in class, and can be given large print or documents printed on coloured paper if required.

Menus can be devised to cater for special dietary requirements.

PUPILS WITH STATEMENTS AND CARERS

Pupils with statements from their local authorities who are suited to the school's educational offer are welcome. If a pupil with a statement requires their dedicated carer in school, for example, to assist with personal care, writing, etc this can be accommodated provided that the carer has an enhanced DBS check arranged by the school and complies with the child protection regulations in force at the time. The school would require a carer (like a new member of staff) to sign a written agreement undertaking to comply with the school's child protection policies and to attend the child protection induction briefing that is given to all new members of staff before working unsupervised on site.

A pupil's dedicated carer is not a school employee and the pupil's parents would be asked to provide the school with a written undertaking indemnifying it from any legal responsibility or cost connected with the provision of their services to their child or from any damage or loss caused or contributed to by the said child.

ENGLISH AS AN ADDITIONAL LANGUAGE

In order to cope with the high academic and social demands of Ruthin School pupils must be fluent English speakers. The school may recommend that some children, whose first language at home is not English, receive tuition in English as an additional language.

ROLE OF THE SENCO

Working closely with the members of the Senior Leadership Team the SENCO plays a key role in determining the strategic development of the SEN policy and provision in the school in order to cater for the individual needs of pupils with SEN. He/she will liaise closely with the pupil's teaching staff, family and where appropriate, with the school's medical staff and with external agencies.

STAFF TRAINING

The school trains its teachers to differentiate within the curriculum and to take into account pupils' learning difficulties (as well as the needs of gifted and talented pupils). The SENCO liaises with the teaching staff about the most appropriate means of meeting the needs of pupils with SEN and learning difficulties. The SENCO has an important role in ensuring consistency of approach by all teachers in providing, for example, access to learning materials that are easier to read and understand, or extra time in exams.

SCHOOL BEHAVIOUR AND DISCIPLINE

The school takes pride in its well developed system of pastoral care for social interaction amongst pupils. All pupils are taught that victimisation and bullying is prohibited and will not be tolerated. The school's objective is to ensure that a pupil with SEN or other protected characteristic, does not suffer less favourable treatment as a result of discrimination. Pupils are taught through the curriculum and other activities the importance of respecting each other and behaving towards each other with courtesy and consideration. The school's behaviour policies/school rules make clear the seriousness of bullying, victimisation and harassment in all its pernicious forms, including racial, religious, cultural, sexual, sexist, gender-related, sexual orientated homophobic, disabled and cyber, in causing serious psychological damage and even suicide. Considerable teacher time is expended in preventing bullying, victimisation and harassment and in dealing with it when it occurs. All pupils understand that the school has a zero tolerance policy on bullying and that bullies can expect strong sanctions to be applied to them.

PARTNERSHIP WITH PARENTS

The school's hope is that all parents will feel able to share any concerns about their child with the pastoral staff in order that a healthy partnership for the care of their child can be developed. The SENCO, other pastoral staff, tutors teaching and medical staff who are involved with their child are always happy to discuss any parental concerns. A member of staff will always ask to see a parent if they felt that an adjustment to the curriculum or individual education plan followed by their child might be in their best interests, or if there was a specific concern.

COMPLAINTS

The school naturally hopes that a parent will not feel that they have cause to complain but its complaints policy is published on the website and available from the school office for any parent who wishes to use it. Additionally, all parents of children with SEN have the legal right to seek redress from the Special Educational Needs Tribunal for Wales (SENTW) if they believe that their son or daughter has been discriminated against.