



Ruthin School

SEN POLICY	
Version	
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Policy Owner	Mrs Elaine Brown
Governor	Mrs Tracey Kerrigan
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SEN Policy and Information Report

1. Aims

Our Special Educational Needs (SEN) policy and information report aims:

- The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has SEN and ensure that, where the Head teacher or the appropriate governor has been informed by the LA that a pupil has SEN, those needs will be made known to all who are likely to teach them.
- The staff and governors in the school are aware of the importance of identifying and providing for those pupils who have SEN.
- The staff will ensure that pupils with SEN and those who do not have SEN have equal access to all activities at the school

Responsible persons

- The responsible person for SEN is the Headmaster.
- The person responsible for coordinating the day-to-day provision of education for pupils with SEN is Mrs. E. Brown (SENCO)

2. Legislation and guidance

This policy and information report is based on the statutory [SEN \(SEN\) Code of Practice for Wales](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

Responsible persons:

The responsible person for SEN is the Headmaster.

The member of the Governing Body responsible for SEN is Tracey Kerrigan.

4.1 The SENCO

The SENCO is Elaine Brown

They will:

- Work with the Headmaster and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headmaster and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Headmaster and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Headmaster

The Headmaster will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Mainstream support strategies (appendix 1 and 2)
- Extraction or withdrawal – from mainstream classes in order to receive cross – curricular basic skills support by the specialist teacher. Enabling pupils with special needs to access the National curriculum both in terms of lesson content and assessment will be a priority consideration. In any withdrawal the results of criterion reference testing or other advice will allow for subsequent teaching emphasis to be placed on particular skill areas. The aim will be to enable greater access and improve attainments in the National Curriculum by individual pupils.
- 'In-class' support teaching – a teacher or a year 12 / 13 pupil may be available to work alongside identified pupils in mainstream classes. The supporting person will assist the subject teacher who will organise the method(s) of support and identify which pupil or group of pupils who may benefit from such additional assistance.
- Registration / assembly time – a period of ten minutes is available at the beginning of each school day. This time can be used for a variety of purposes and does not interfere with normal school timetable. Pupils can receive skill reinforcement, book reviews, counselling and personal updates during this period of time.

- Exam / Assessment support – in order that some pupils can demonstrate the fuller extent of their learning they may need access to a reader, an amanuensis, extra time, use of a computer and / or other facilities, as appropriate, during examinations and / or continuous assessment. Such special concessions will be awarded in accordance with the guidelines as issued by the examination boards.
- 'Drop – in' support – pupils may need extra help completing a particular mainstream task or piece of coursework and may benefit from assistance from the specialist teacher. Such pupils will be accommodated whenever possible by informal arrangement.
- Specialist equipment - some pupils may need access to particular support equipment to assist with their learning such as lap top computers, Irlen coloured sheets or tinted spectacles. Such items are usually Educational Psychologist recommended and are to be purchased by the parents after discussion with the SENCO. Pupils are encouraged to make use of such equipment whenever appropriate to assist them in their learning.
- External Support Agencies – Where communication with external support agencies are needed then parents will be informed by the SENCO. The resulting report will be made available to the school, discussed between the specialist teacher and the SENCO and requirements put into place after consultation with the pupil, parents and any involved staff members.

5.7 Adaptations to the curriculum and learning environment (Accessibility Policy)

We make the following adaptations to ensure all pupils have access to the curriculum and needs are met

- The National Curriculum will be made available to all pupils. Where pupils have SEN, a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.
- The school will make provision for pupils with SEN to match the nature of their individual needs and the subject teachers must keep note of such.
- There will be flexible groupings of pupils so that learning needs may be met in individual, small group or whole class contexts.
- Where possible the curriculum will be differentiated to meet the needs of individual pupils. Flexible groups and teaching styles will reflect this approach.
- Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of SEN.
- Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have learning difficulties.

5.8 Additional support for learning

Co-ordinating Support

The school recognises that good practice for SEN pupils is good practice for all pupils and therefore the Special Needs Department is a service for the whole school. To this end SEN is included as part of the Inset programme. Whole school Inset has been provided on Dyslexia and awareness of pupils with other SEN.

The SLT are aware of the procedures and work of the SEN Department through regular contact.

Specialist Support

The school has experience of working with pupils with Specific learning Difficulties (Dyslexia) and subject staff have also developed skills in helping pupils with Dyslexia gain access to the curriculum. The use of laptops is also encouraged. The SENCO (Mrs E Brown) has gained a Master of Arts in Education (Special needs) and is an associate member of the British Dyslexia Association (AMBDA) This enables the school, through the SENCO, to diagnose, plan intervention and write examination allowances reports.

5.9 Expertise and training of staff

SENCO has 22 years of experience in this role.

SENCO is allocated 2 periods a week to manage SEN provision.

5.10 Securing equipment and facilities

All equipment and facilities to support pupils with SEN are funded by parents.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Achievements in weekly tests
- Achievements in GCSEs
- Increases in reading and spelling ages in forms 1 and 2
- Parent response to correspondence
- Meeting of IEP targets (where applicable)
- SEN pupils' involvement in wider school opportunities

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

- All of our extra-curricular activities and school visits are available to all our pupils.
- All pupils are encouraged to go on our residential trip(s).
- All pupils are encouraged to take part in sports day/school plays/special workshops, house competitions etc.
- No pupil is ever excluded from taking part in activities because of their SEN or disability.
- Refer to the school's Accessibility Policy.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of the activities programme.

We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

The school have opened lines of communication with several Educational Psychologists who respond to referrals made by the school. These Educational Psychologists offer advice on individual pupils and work with pupils and parents.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEN tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Being an Independent school, we have no links to the LA and so support services for parents of pupils must be accessed privately.

5.17 Contact details for raising concerns

(Designated safeguarding person)

6. Monitoring arrangements

This policy and information report will be reviewed by SENCO and the designated CoM responsible **every year**.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality Opportunities (Pupils) Policy
- Healthcare Needs Policy

Appendix 1**SEN Mainstream Support Monitoring Sheet**SEN mainstream Support Monitoring Sheet

Department

Pupil's Name

Year

Please indicate, by ticking the box, which 'in – class' strategies are used (where possible / appropriate / available) to support pupil with the context of pupil's SEN.

- | | |
|---|--------------------------|
| 1. All staff have read and have access to the school's SEN register. | <input type="checkbox"/> |
| 2. Pupil has been initially identified via the school's SEN register. | <input type="checkbox"/> |
| 3. Pupil has access to all the Department's relevant educational experiences. | <input type="checkbox"/> |
| 4. Differentiated teaching materials / resources / approaches used. | <input type="checkbox"/> |
| 5. Liaison with SENCO already established. | <input type="checkbox"/> |
| 6. Encouragement to complete presentation / practical tasks. | <input type="checkbox"/> |
| 7. Extra time to complete presentation / practical tasks. | <input type="checkbox"/> |
| 8. Support person from year 12 / 13 supports pupil in class. | <input type="checkbox"/> |
| 9. Support teacher / other adult supports pupil in class. | <input type="checkbox"/> |
| 10. Peer group support is encouraged during group / class work. | <input type="checkbox"/> |
| 11. Regular verbal feedback is given to the pupil regarding progress. | <input type="checkbox"/> |
| 12. Pupil is exposed to multi-sensory learning activities including ICT. | <input type="checkbox"/> |
| 13. Pupil has access to exam / assessment support (e.g. Reader, extra time). | <input type="checkbox"/> |
| 14. Special Education resources are used to help in mainstream. | <input type="checkbox"/> |
| 15. Pupil uses specialist support equipment (e.g. lap top, spell checker). | <input type="checkbox"/> |
| 16. Pupil counselled /monitored to aid emotional /behavioural difficulties. | <input type="checkbox"/> |

Please provide a pen portrait of the pupil outlining areas of concern.

(Please return to SENCO)

Signature of Person Responsible:

Appendix 2**Mainstream Support Strategies****Slow learners in the Classroom**

Block timetabling of each year group is ideal as this allows for greater flexibility in terms of:

- Team teaching
- Visits to the theatre / library
- Visits to the classroom by authors and poets
- Withdrawal for short periods according to individual needs and small group needs, in order to emphasise particular skills.

In addition to this certain practical steps can be taken to try to achieve success in the classroom:

1. Furniture can be moved so as to allow a variety of group situations (pairs, small and large groups)
2. A flexible approach to group work should be adopted so that groups are formed according to task. The following areas should however, be considered:
 - a. friendship
 - b. gender
 - c. mixed / similar ability
 - d. brighter pupils helping the less able
3. A variety of resources should be used including:
 - fiction books
 - non - fiction books
 - magazines
 - thesauruses
 - leaflets / brochures
 - pictures / advertisements
 - dictionaries
 - audio tapes
 - tape recorders
 - video
 - radio
 - cameras
 - posters
 - cards
 - picture books
 - reference books
 - comics
 - papers
4. Slow learners often believe themselves to have finished work quickly, thus to ensure the best quality of work of which they are capable:
 - The process must be fully explained : oral work is often a good stimulus to producing better quality written work.
 - 'Dead time' in lessons should be eliminated by ensuring a range of follow on tasks. These should be clearly defined and regularly changed.
 - Teaching should be seen as a collaborative process, not confrontational, and thus all tasks should be introduced with a clear purpose and be set within a stimulating context.
5. Methodology when teaching slow learners needs to be specific and should include the following:
 - Clear instruction, orally as well as written
 - Further revision of key points

- Sustaining interest and motivation by encouraging independent and collaborative learning. Praise should be offered freely when progress has been made.
- Encourage group work
- Give individual attention whenever possible, discussing how work can be developed further
- Promote a secure classroom climate: be consistent in discipline, encouraging success and developing improvement.

6. Assessment.

- Plan work, share ideas, discuss task-setting and share resources.
- Involve the SE advisor
- Keep careful records of progress made and standardise both oral and written activities
- Make positive comments on pupils work, rewarding effort made although always ensure strategies for future progress are made.
- Plan the next activity with the pupil's achievement in mind so that assessment becomes a two - way process : feeding future work : feeding back to pupils for evaluation.
- Pupils can demonstrate understanding in many ways: oracy makes up one third of the language curriculum so written work is not always required
- Encourage shared / paired reading.