



Special Educational Needs Policy

Governor Committee Responsible		Teaching and Learning	
School Staff member Responsible		SENCO: Suzanne Gould	
Policy Type	Statutory	Review period	1 year
Date reviewed:	2023	Next Review:	2024

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (September 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 3 and 4 framework document Sept 2013
- Safeguarding Policy
- Disability Equality Scheme and Accessibility Plan
- Teachers Standards 2012
- This policy was created by the school's SENCo with the SEN Governor in liaison with the S.L.T (and shared with parents prior to the final draft)

Section 1 Key

Staff

School SENCo: Suzanne Gould

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Karen Setter: SEMH manager

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The school's SENDCo regularly attends the LA's SENDCo network meetings in order to keep up to date with local and national issues in SEND. The SENDCo is a member of NASEN and completed the NASENCO qualification in 2022.

The High Needs Coordinator has completed an Educational Communicators course, Moving and Handling Facilitators course (annual update), Evac chair key trainer course, Fire resQue mat training course.

The SEN/Access Arrangements Manager has an HLTA and CCET + AAC = Certificate of Psychometric Testing, Assessment & Access Arrangements

The SEMH manager is currently completing training to become an ELSA practitioner.

Specialist expertise is secured through the Specialist Provision Cluster and also through Secondary SENCO supervision within the Local Authority and with an Expert in SEN for more specialised support when needed.

SEN Governor: Chris Buckley

Special Educational Needs (SEN) may encompass a range of characteristics which play a part in restricting pupils' access to, and progression in, the curriculum. These may include specific learning difficulties, physical disabilities, hearing or visual impairment, language impairment, social, emotional and mental health. The group may also include pupils whose first language is not English.

We believe every teacher is a teacher of Special Educational Needs (SEN).

As a school we aim to:-

- ensure that all pupils have access to a broad and balanced curriculum
- build on the pupils strengths
- provide a differentiated curriculum appropriate to the individual's needs and ability
- identify all pupils requiring SEN provision as early as possible in their school career including effective liaison with previous primary school.

The school caters for pupils with a wide range of special needs and welcomes those parents of children seeking an inclusive mainstream education for their child with special needs.

	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Statements/EHC plans	7	12	10	6	11	18	2
SEN Support	75	57	46	40	42		2

Ryburn Valley High School is an 11 – 18 comprehensive School with over 1632 students on roll including 240 in the Sixth Form.

Section 2

Policy Objectives

In order to meet the needs of our students we must:

- identify those students who have SEN as soon as possible
- assess and keep records of the progress of students with SEN
- provide intervention at a suitable level when a student is identified as having SEN
- use a variety of teaching styles, and cater for different learning styles to allow students with SEN to access the National Curriculum
- use resources effectively to support Students with SEN
- work with outside agencies who provide specialist support and teaching for students with SEN
- inform and involve the parents of children with SEN so that we can work together to support our students
- encourage active involvement by the students themselves in meeting their needs
- provide ongoing training for all staff working with students with SEN
- support the Every Child Matters agenda within the school
- work within the guidance provided in the SEND Code of Practice, 2014

The role of the SENCo

The SENCo is responsible for:

- the day to day operation and administration of the school's SEN policy
- liaising with and advising fellow colleagues
- managing the SEN team with regular meetings with SEN staff, pastoral staff and named departmental SEN link teachers
- co-ordinating the teachings and provision for students with special educational needs
- maintaining the school's SEN register and overseeing the records for all students with special educational needs
- liaising with parents of children with special needs
- contributing to in-service training of staff
- liaising with external agencies

Section 3

Identifying Special educational Needs

The purpose of identification is to work out what action the school needs to take. The school does not actively seek to diagnose or label a child but rather provide strategies to help them meet their needs and access the curriculum. Where a professional diagnosis may lead to accessing additional support or expertise then this may be pursued.

The four main areas of need are as follows:

Communication and interaction

- *Speech, language and communication needs (SLCN)*
- *ASD*

Cognition and learning

- *Moderate learning difficulties (MLD), Severe learning difficulties (SLD)*
- *Profound and multiple learning difficulties (PMLD)*
- *Specific learning difficulties (SPLD- dyslexia, dyscalculia and dyspraxia)*

Social, emotional and mental health difficulties

- *Anxiety, depression, self-harming, substance misuse, eating disorders*

- *ADD, ADHD, attachment disorders*

Sensory and/or physical needs

- *Vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI)*
- *Physical disability (PD)*

Individual students often have needs that cut across numerous areas of special needs and these needs may change over time. The school will assess each student's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, the school will consider evidence that a student may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all students. These should seek to identify students making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

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

Section 4: A Graduated approach to SEN support

The first response to a lack of progress is high quality first teaching, differentiated for individual students, delivered by the subject teacher and targeted at their areas of weakness. Subject teachers are responsible and accountable for the progress and development of students in their class, including where students access support from teaching assistants or specialist staff.

The quality of teaching and learning is regularly monitored and reviewed. This includes reviewing and improving teachers' understanding of strategies to support students with SEN.

Where progress continues to be less than expected the class or subject teacher should liaise with the SENCo. Extra teaching interventions designed to secure better progress, where required, may be put in place.

Students with SEN are integrated into the mainstream curriculum. These students are "supported" in the classroom, where appropriate, by teachers and teaching assistants. All teachers should ensure that the curriculum is differentiated to meet the needs of all students so that they may receive quality first teaching and learning. The needs of all our students are met as far as possible within the normal curriculum. However, there may be some areas when we find it necessary to teach students in small groups or withdrawal situations (as specified in statements/EHC plans and IEPs). Every effort will be made to balance the benefits of provision of SEN support with the disadvantage of segregation. Special efforts will be made to enable pupils with physical or sensory needs to be integrated into all main areas of the school curriculum.

For higher levels of need the school may need to draw on more specialised assessments from external agencies and professionals including:

- Educational Psychology Service
- Speech and Language Therapy
- Visually Impaired Services
- Hearing Impaired Services
- Child and Adolescent Mental Health Service (CAMHS)

SEN support takes a graduated approach incorporating 4 phases.

1) Assess

On identifying a student as needing SEN support the class or subject teacher, working with the SENCo, should carry out a clear analysis of the student's needs. This should draw on the teacher's assessment and experience of the student and their previous progress and attainment. It should also draw on other subject 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 and, if relevant, advice from external support services.

2) Plan

The teacher and the SENCo should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

3) Do

The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

4) Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed. The class or subject teacher, working with the SENCo, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Where a pupil has an Education, Health and Care (EHC) plan, the local authority **must** review the plan as a minimum every twelve months. School **must** co-operate with the local authority in the review process.

Section 5: Managing Students Needs on the SEN Register

The SEN register is the responsibility of the SENCo. The register is reviewed on an annual basis and considers information from teachers, Learning Support staff, parents and students. Students will be placed on the SEN register if they are receiving support in school which is 'over and above' Quality First Teaching .

Special Educational needs register/Individual Education Plans

Information from primary schools and data collected by the school is shared with all teachers. The department compiles the "Learning Support Register" which gives brief details of a student's presenting difficulties and offers strategies to meet their needs. Students with more complex needs, including students with statements/EHC plans, have an Individual Education Plan (IEP) or pen portrait to offer more detailed support for teachers.

Meeting Specific Needs

The department uses a variety of interventions to meet specific needs. These include:

- The Social Use of Language programme. (SULP)
- Social Stories
- Emotional Regulation programme
- Physiotherapy programmes
- Speech and Language therapy

Working with other Services/Agencies

The department works closely with other services to access specialist support for students. These include:

- Calderdale SEN Team
- The Educational Psychology Service
- Autistic Spectrum Disorder (ASD Service)
- Sensory Support services
- Child Adolescent Mental Health Services (CAMHS)
- School Nurse
- Disabled Children's Team
- Community Disabilities Team
- Access Team
- Commissioning Manager post 16

Parents are frequently invited into school to discuss their child's performance with professionals from outside agencies and services. Parents can request input from other services.

Working with Parents/Carers.

The school encourages early enquiries regarding admissions for SEN students. Once a student has been allocated a place regular contact with parents is vital so that minor issues can be resolved before they escalate. Parents can pass on their concerns through notes in the student planner or by contacting the school directly to speak to the class teacher, Head of Year or SENCo. The school holds Open Evenings every year where parents/carers have the

opportunity to discuss progress with subject teachers. There is an additional information evening early in the autumn term in year 7 to raise any concerns following admission.

Arrangements for consulting young people with SEN and involving them in their education

Young people who have been identified as having SEN are involved in decision around their education in various ways. They are present at their annual reviews or termly meetings which are held as Person Centred Reviews to ensure they are aware of decisions made and have their views heard. They are consulted to include their views and strengths on their Pen Portraits. Students with SEN are encouraged and supported to take part in the Student Council and Ambassadors programme to enable their participation in the school community.

Arrangements for supporting young people in moving between phases and preparing for adulthood.

School pastoral staff and our SENCO visit students in primary schools in Year 6 prior to Transition Day. Information is gathered on all students including those with SEND and is circulated to teachers in preparation for Transition Day. Students with more complex needs including those with EHCPs undertake additional transition visits in the summer term and these are co-ordinated by our SEN Department. During this transition, students are given the opportunity to experience different aspects of life including travelling to and from Ryburn, breaks and lunchtimes and sampling lessons and activities. Students are also allowed time to familiarise themselves with the lay-out of the school building and they are able to meet with Additional Needs Specialists, teachers, lunchtime staff and our Student Ambassadors. The students will also have the opportunity to discuss their anxieties and ask any questions. The duration and frequency of these varies and they are tailored to match individual needs. The school organises group activities for SEND students prior to Transition Day in July where they have the opportunity to meet other students with similar needs.

In Years 12 and 13 the department offers a full-time course in Vocational Skills. This affords students a further one and two years in school before progressing onto college or work. This course offers students the opportunity to gain qualifications in Functional Skills in Maths and English or they can re-sit their GCSEs in these subjects if appropriate. Students also participate in enrichment lessons which focus on the acquisition of independence skills, such as independent travel and independent living skills along with employability skills and work experience. These enrichment lessons are based on their level of need and on their EHCP outcomes and the Preparation for Adulthood outcomes. These are evidenced through the ASDAN Scheme. Enrolment on the course is done in consultation with families, the Local Authority SEN team and C&K careers. Students enrol from other mainstream secondary schools in the Authority and also Specialist schools from other Authorities if they reside in Calderdale. During EHCP reviews students and families are signposted, and can be referred to other agencies that can support young people into adulthood. The goal is for families and young people to experience a smooth transition into adulthood. Vocational Skills students are offered four transition days through the summer term to become familiar with the new Sixth Form environment. Students are carefully chosen based on their needs and other information received from outside agencies. The Vocational Skills course has a separate admission policy from that of the rest of the Sixth Form. Students with an EHCP in Year groups 9-13 are discussed during their annual reviews to put in place outcomes and targets to address the Preparation for Adulthood transition phase. This builds on from Year 9 where a transition plan is started and attached to the annual review paperwork to enable plans to be put in place and the relevant agencies and professionals to be consulted.

The approach to teaching children and young people with SEN

At RVHS we firmly believe that all students should receive an education which is broad and

balanced; that promotes character and the personal, social, physical, spiritual, moral, and cultural development of our students and prepares them for the opportunities, responsibilities and experiences of adult life.

The majority of students needs are catered for within mainstream classes through quality first wave teaching delivered by the subject teacher. The majority of students with specific learning difficulties are not withdrawn from class. All departments receive training and guidance in relation to SEND including the use of “Dyslexia Friendly” teaching methods in the classroom. Students with more profound literacy difficulties receive interventions. Students can receive additional reading tuition in small groups, or can be withdrawn from the curriculum for an hour a week. The length of the intervention is dependent on student need, progress and ranges from half a term to the duration of their time in school.

We believe these opportunities should be available to all students and as such would make the decision to reduce or adapt student timetables on a personalised basis.

How adaptations are made to the curriculum and learning environment of children and young people with SEN

This academic year we have both a Literacy and a Numeracy Coordinator with Teaching and Learning Responsibilities.

Our Literacy Coordinator tracks and monitors the progress of students with Dyslexia and Literacy difficulties through a range of interventions and reading programmes. Students with literacy difficulties are identified from assessments carried out at the beginning of the academic year.

Our Numeracy Coordinator tracks and monitors students’ progress in Maths to offer interventions in registration.

Students with numeracy difficulties largely have their needs met in class, as they are taught by a Maths specialists in a smaller group with the support of an Additional Needs Specialist. For students with more marked difficulties, they may participate in specific numeracy interventions and focus on the acquisition of life skills, for example time and money. Our Numeracy Coordinator identifies these students from assessments completed by students at the beginning of the school academic year.

Where there is a lack of progress, additional support may be needed. Any support provided will always be considered in the light of the type of need, the purpose of the support and expected outcomes. Students with SEND might be supported in any of the following ways:

- Individual or small group work which may take place before or after school or during the school day
- In-class support from a Teaching Assistant
- Access arrangements for examinations, based on need, history of need, and whether it is the student's usual way of working
- Intervention from external agencies
- Where completion of homework is an issue students are encouraged to attend the Homework Club.

Students with EHCPs have additional resources allocated to them. The amount of adult support allocated to each student varies. The Learning Support department will try to prioritise need to ensure support is matched to student need. These students will have a nominated keyworker who will meet with them on a daily basis. Students will work with a variety of Additional Needs Support Assistants who are subject-based and will not be supported solely by their keyworker. The school tries to focus on identified outcomes for students rather than the number of hours of support.

Additional Needs Support Assistants are not available in all classes and students without an EHCP will not necessarily have access to support even though this may have occurred in primary

school. The school will sometimes arrange for students who are going through the EHCP process to be placed in a class with a student with an EHCP to ensure they have access to additional support.

The role of the subject/class teacher Teaching Standard 5 requires that all teachers have the highest possible expectations for all students in their classes and deliver high quality specialist teaching in the classroom. All teaching is based on building upon what the child already knows, can do and can understand. Teachers are aware of the targets for all students including those with SEND and adapt their teaching to ensure that all students make progress. Teachers will put in place different ways of teaching so that your child is fully involved in learning in class. The teacher will also put in place specific strategies, which may be suggested by the SENDCo or specialists from outside school, to enable the child to access the learning tasks. This is called the Graduated Approach.

Support for improving social and emotional development. This should include extra pastoral support arrangements for listening to the views of young people with SEN and measures to prevent bullying.

The department provides support for students to promote social and emotional development. These include:

- Provision of a “safe haven” in school including during lessons in the Curriculum Support base for students to access a quiet space to work during difficult times in their lives
- Provision of a key adult or Key worker for students needing extra support
- Clubs/activities to develop social skills, for example Lego club
- An ELSA trained SEMH manager to provide more specialised support for times of emotional distress
- Provision of passes for early exit for lunch or bus queues
- Provision of passes to seek emotional regulation support from key adults
- Reward systems
- Close liaison with the Pastoral Team to report incidences of bullying

The expertise and training of staff to support children with SEN, including how specialist expertise will be secured.

An induction process is in place for all ECT teachers and support staff and this includes a SENDCo led session to explain the systems and structures in place to support the needs of individual students. The training needs of all staff are identified, a programme of professional development is in place, and all staff are encouraged to access this.

Section 6: Criteria for exiting the SEN register

Where students start to make expected progress and intervention strategies are not deemed necessary then consideration will be given to removing the student from the SEN register. This decision will be taken in consultation with teachers, teaching assistants, parents and students.

Section 7: Supporting Students and Families

See Calderdale LA local offer (Regulation 53, Part 4).

See Ryburn Valley High School “SEN Information Report”.

Section 8: Supporting Students at School with Medical Conditions

- The school recognises that pupils at school with medical conditions should be properly

supported so that 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 the school will comply with its duties under the Equality Act 2010.

- Some may also have special educational needs (SEN) and may have a statement, or EHC plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Section 9: Monitoring and Evaluation of SEND

Evidence of the effectiveness of this policy with regard to progress in learning or improvements in behaviour for children with SEN will be shown by:

- ongoing teacher and TA observations of the students in the daily classroom setting.
- differentiated short-term planning by the subject teacher to meet the child's needs
- records and evidence of the student's work showing progress towards curriculum objectives
- evidence of progress towards targets on interim assessments
- more age appropriate scores on standardised testing
- discussion at an appropriate level with the student about their progress
- discussion with parents about their child's progress
- discussion with outside agencies about the students' progress.

Evaluating

Criteria for evaluation of the policy will be identified through:

- the extent to which the policy has been translated into department procedures and practices, which differentiate teaching and assessment procedures.
- the extent to which targets identified in the IEP/IBP/annual review are achieved

- the perceived progress reported at interim review meetings
- parental satisfaction

The success of the policy will result in the needs of all children with SEN being met by:

- having the systems in place to identify students with SEN as early as possible
- making use of good practice in planning for, teaching and assessing students with SEN
- providing additional intervention if progress is not adequate
- having a positive and effective partnership with parents
- encouraging a multi-disciplinary approach whenever possible

Section 10: Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENCo regularly attend the LAs SENCo network meetings in order to keep up to date with local and national updates in SEND.

The school has strong links with the William Henry Smith School, a specialist SEN school.

Section 11: Reviewing the Policy

The policy will be up-dated annually and reviewed on a 3 year cycle.

Section 12: Appendices

Please refer to the:

- SEND Information Report (Annually)
- Disability Equality Scheme and Accessibility Plan
- Anti-bullying policy
- Complaints Procedure