



- Support is made available across the curriculum in class and teaching assistants are available to aid student progress on an individual or small group basis within the classroom.
- Teaching staff and teaching assistants work to develop appropriate resources and support strategies using internal resources known as Wave 1 provision. This links with the whole school Teaching & Learning focus which also helps to ensure that all students can access the curriculum.
- Pupil Profiles are devised for students with the highest level of need and these are circulated to staff and made available electronically.
- Students identified with low literacy levels are offered additional teaching in reading and spelling in key stage 3.
- Students identified with difficulties recording their work are offered additional teaching to improve handwriting and / or the use of IT to record their work.
- Students have access to the wide range of co-curricular activities on offer in school.

The Special Educational Needs Coordinator (SENCo) is Mrs B Southwell and she may be contacted by email [southwellb@ripongrammar.co.uk](mailto:southwellb@ripongrammar.co.uk) or by telephone 01765 602647

### **3. What arrangements do you have for consulting with parents of children with SEN and involving them in their child's education?**

Parents are welcome to contact the Learning Support Team at any time either by telephone or email ([southwellb@ripongrammar.co.uk](mailto:southwellb@ripongrammar.co.uk))

Parents are kept fully informed of the student's progress via the whole school reporting process and review meetings (held at least annually).

### **4. What arrangements do you have in place in your school to consult with young people with SEN and how do you involve them in their education?**

- All SEN students have regular meetings with a member of the SEN team / their form tutor or their Head of School.
- SEN students have additional access to independent careers advice (from 3<sup>rd</sup> year).
- Student voice is expressed by the school council and pastoral responsibilities such as form captain and form prefect.

### **5. What arrangements are in place for assessing and reviewing children and young *people's progress towards outcomes*? Please can you explain what opportunities are available to enable you to work with parents and young people as part of this assessment and review?**

Parents are kept fully informed of the student's progress via the whole school reporting process and review meetings (held at least annually). Alongside this on-going diagnostic assessment, whole school assessments, tracking data, feedback from class teachers/parents and termly reports aids and informs planning and decisions regarding individualised learning plans and interventions.

Regular meetings and communications involving students, families and key staff allow shared goals to be set and reviewed and progression towards the outcomes to be monitored effectively.

### **6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do you ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society?**

As part of the whole school transition process there is close liaison between feeder schools for SEN pupils joining RGS in the 1st and 3rd Year or during a school year. Information is recorded on the school admission form. Liaison includes RSG staff visiting schools and attending review meetings. For some pupils a personalised transition package is made available.

Students preparing to leave Ripon Grammar School after public examinations are further supported. There is an active careers advisory department who work closely with the SEN team and students with additional needs, helping them to make appropriate choices and seek out the opportunities available.

SEN pupils moving on to further and higher education are supported in this transition through arrangements agreed at a transition review meeting. The support is tailored to meet the needs of each pupil, and will, where necessary, involve communicating with the further education establishment, if that is the wish of the student and their family.

## **7. What is your School's approach to teaching children and young people with SEN?**

All students, regardless of their individual needs are placed within a form group and a teaching group. There is a clear focus on Quality First Teaching and staff share the responsibility of the teaching and learning outcomes for all learners including those with SEN.

- All students are integrated fully into the life of the school and have access to a broad and balanced curriculum.
- Individual students have a personalised learning programme designed for them, depending on their specific needs.
- Support is made available across the curriculum in class and teaching assistants are available to aid student progress on an individual or small group basis within the classroom.
- Teaching staff and teaching assistants have been trained in the development of Wave 1 provision. This links with the whole school Teaching & Learning focus which also helps to ensure that all students can access the curriculum.
- Pupil Profiles are devised for students with the highest level of need and these are circulated to staff and made available electronically.
- Students identified with low literacy levels are offered additional teaching in reading and spelling in key stage 3.
- Students identified with difficulties recording their work are offered additional teaching to improve handwriting and / or the use of IT to record their work.

## **8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?**

The school has a generic policy for Special Educational Needs but support and intervention is very much planned and delivered on an individual basis. As such there is a range of provision on offer.

**Provision may include:** in class support (TA / peer); small group teaching; individual teaching; reading intervention (TA / peer); social and communication skills support; study support; IT equipment such as ipads; support is made available to boost the emotional, mental and social development of pupils within school.

### **Responses to Disability:**

**Temporary Disability** – A graduated response is used. Where students sustain injuries which prevent their movement around the school site the following arrangements are made:

- Room changes are arranged to ensure that the students' lessons are held in accessible rooms on the ground floor.
- In the few lessons where this is not possible, appropriate activities are provided in the Library.
- Students are allowed to leave lessons early to allow them to avoid congestion at the end of lessons.
- Other, identified, students are delegated to help the injured student move around the site.
- Special arrangements are made for assembly, registration, breaks and lunchtimes.
- Members of staff are notified of the changes to normal routine.

- Students on crutches are instructed not to use stairs in the Science block, to access rooms N4 / N5, A3 / A4, the art studio, the cellars or Sixth Form Centre.

**In more serious cases, such as a wheelchair user:**

- Internal portable ramps are put in place to allow access to rooms on the ground floor.
- Appropriate room changes are arranged.
- Students are allowed to leave lessons early to allow them to avoid congestion at the end of lessons.
- Other, identified, students are delegated to help the student move around the site.
- Special arrangements are made for assembly, registration, breaks and lunchtimes.
- Students have designed toilet facilities in each teaching block.
- Specially designed 'evacuation chairs' have been purchased to assist in the evacuation of any wheelchair user and those who are unable to use the lift in the maths block and sixth form centre.
- Members of staff are notified of the changes to normal routine.

Pupils with EHCPs or HCPs are supported on an individual basis to meet their identified needs.

**9. What sort of expertise for supporting children and young people with SEN do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEN is current? How do you access and secure further specialist expertise?**

- Special Educational Needs Co-ordinator (SENCo) – Mrs B Southwell
- GTAs – Mrs S Rickard, Mrs Prideaux and Mrs Davies
- In line with the school's SEND Policy, classroom teachers are provided with appropriate information and guidance about the relative special educational needs of students. Appropriate staff training will be offered to meet the needs of students within school.
- Specialist support is sought if a pupil has a particular need beyond the school's expertise. This is individualised according to need – but does include consultation with a number of external agencies and always occurs after consultation with the young person and their family.

**10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?**

All pupils are the shared responsibility of all staff. 'All teachers are teachers of children with SEND.' Monitoring and evaluating the progress of pupils with SEND is an integral part of our whole system to monitor and evaluate achievement, teaching, behaviour and leadership and management. However, to ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place. This includes:

- Monitoring and evaluating intervention
- Analysis of data examining the progress of different vulnerable groups
- Annual financial return
- Seek student voice
- Completion of statutory functions by the SENCo related to review of Statements / EHCPs
- Links with Governor for Inclusion
- Regular contact with parents / carers

Annual, internal assessments are undertaken within the department and the results of these are recorded, with the purpose of analysing and tracking pupil progress. This data, alongside on-going diagnostic assessment, whole school assessments, tracking data, feedback from class teachers/parents and termly reports, informs planning and decisions regarding SEND provision.

**11. How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?**

All students are integrated fully into the life of the school and have access to a broad and balanced curriculum. In addition, all students are encouraged to participate in the widely ranging co-curricular activities on offer. Additional peer and staff support is made available to facilitate this.

**12. How do you support children and young people with SEN to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying**

Each young person on the SEN register and who has a disability has a named member of staff who maintains regular contact with the young person, their family and the form tutor. The member of staff supports other staff in meeting the learning and pastoral needs of the student and provides additional home-school liaison to ensure the needs of the young person is met.

Students are supported through a well established sixth form led peer mentoring scheme.

RGS Bullying Policy states that bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff (or student intermediaries e.g. peer listeners or sixth form lunchtime prefects).

We are particularly aware of the risk of bullying of vulnerable learners and the key worker will be active in looking for changes in patterns of behaviour or happiness. However, we are keen to promote independence and build resilience in the young people and their everyday interactions so that they are able to confidently seek help should they need it.

**13. How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?**

The department maintains positive liaison and undertakes collaborative work with a range of outside agencies and support services including: Healthy Child Team, CAMHS (Child & Adolescent Mental Health Service); Child Development Centre (Harrogate Hospital), ASCOSS (Autism Outreach service); Enhanced Mainstream School for Specific Learning Difficulties; Social Services; Professionals from a variety of hospitals such as RVI, Newcastle; Sensory Support Service (NYCC); The Grove Academy and Support Service for students with Physical Disabilities and Medical Needs (NYCC).

**14. SEN Governor**

The SEN Governor is Elizabeth Jarvis