



Re-founded 1555

Ripon Grammar School

Helping shape the future since 1555



SEND Policy

Introduction

Ripon Grammar School is a selective school, which accepts students in the top twenty-eight percent of the ability range. The school is committed to ensuring that **all** students are equally valued and have access to all aspects of the broad and balanced curriculum.

SEND encompasses a wide range of types of need. The established categories are: specific learning difficulty, moderate learning difficulty, severe learning difficulty, profound and multiple learning difficulty, complex learning difficulties and disabilities, behavioural, emotional and social difficulties, speech, language and communications needs, hearing impairment, visual impairment, multi-sensory impairment, physical disability and autism. The Equality Act 2010 defines a person with a disability as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. The definition of disability encompasses a broader range of impairments than might be commonly assumed, including children with autism, those with Tourette's syndrome and those with communication difficulties.

The Learning Support Department (LSD) manages provision for students with special educational needs and disability, which includes making provision for:

- autism
- behavioural, emotional or social difficulties;
- hearing impairment;
- multi-sensory impairment;
- physical difficulties;
- specific learning difficulties;
- speech, language and communication needs, and
- visual impairment

Identifying Students with SEND

- Use is made of data from feeder Primary Schools (assessment scores)
- The Head of Lower School, Deputy Head of Lower School and the SENCo visit the feeder primary schools to discuss student abilities and needs with primary school staff and to meet the students.

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- The SENCo attends Year 6 transition review meetings.
- Students identified as being vulnerable and / or having special educational needs are invited to visit RGS in addition to the school's Intake Day (June).
Literacy screening for all year 7 students takes place in the first half of the Autumn term using the LUCID diagnostic programme. These results are standardised and made available to all staff.
- When students who have pre-identified individual needs join the school during the school year an assessment is conducted.
- Additional diagnostic assessments are conducted for individual students as required.
- All students, regardless of their individual needs are placed within a form group and a teaching group.
- All students are integrated fully into the life of the school and have access to a broad and balanced curriculum.
- Individual students identified to have additional needs 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 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.
- Student 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@ripogrammar.co.uk or by telephone 01765 602647

Consulting Parents of Students with SEND and Involving Them in Their Child's Education

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

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

Consulting Students with SEND and Involving Them in Their Education and Development

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

Assessing and Reviewing SEND Students' Progress

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.

Supporting SEND Students in Moving Between Phases of Education and in Preparing for Adulthood?

As part of the whole school transition process there is close liaison between feeder schools for SEND students joining RGS in the 1st and 3rd Year or during a school year. Information is recorded on the school admission form. Liaison includes RGS staff visiting schools and attending review meetings. For some students 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 LSD team and students with additional needs, helping them to make appropriate choices and seek out the opportunities available.

SEND students 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 student and will, where necessary, involve communicating with the further education establishment, if that is the wish of the student and their family.

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Teaching Students with SEND

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 SEND.

- 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.
- Student 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 extra-curricular activities on offer in school.

Adjustments to the Curriculum and the Learning Environment for Students with SEND

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 iPad; support is made available to boost the emotional, mental and social development of students within school.

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.

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- 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, 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.
- 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.

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

Expertise and Training of Staff to Support Students with SEND

- Special Educational Needs Co-ordinator (SENCo) – Mrs B Southwell
- GTAs – a sufficient number are engaged to provide appropriate support to SEND students currently in school
- The SENCo and GTAs engage in regular training and development to keep their skills and knowledge up to date.
- All teachers are provided with appropriate information and guidance about the relative special educational needs or disabilities of students. Appropriate staff training is provided to meet the needs of students within school.
- Specialist support is sought if a student 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 student and their family.

Evaluating the Effectiveness of the Provision made for Students with SEND

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All students are the shared responsibility of all staff. 'All teachers are teachers of students with SEND.' Monitoring and evaluating the progress of students 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
- Seeking 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 LSD and the results of these are recorded, with the purpose of analysing and tracking student 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.

Enabling SEND Students to Engage in Activities with Other Students

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 extra-curricular activities on offer. Additional peer and staff support is made available to facilitate this.

Supporting the Emotional and Social Development of SEND Students

Each student on the SEN register or who has a disability has a named member of staff who maintains regular contact with the student, 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 students 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

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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.

Involving External Agencies in Supporting SEND Students and Their Families

The Learning Support 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 Groves Academy and Support Service for students with Physical Disabilities and Medical Needs (NYCC).

Handling Complaints from Parents of SEND Students About the Provision Made in School

In the event of any concern regarding SEND please contact the SENCo (southwellb@ripongrammar.co.uk) or Mrs H Keelan-Edwards (keelanedwardsh@ripongrammar.co.uk), Assistant Head.

The Governor for Inclusion is Elizabeth Jarvis (elizabethgarthwaite@nhs.net)

Further information about the making of a formal complaint can be found here <http://www.ripongrammar.co.uk/documents/Concerns%20Complaints%20Policy.pdf>

SEND Policy – November 2017

Review date: November 2018

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