



Ripon Grammar School

Engineering Specialism within a Grammar School

Special Educational Needs Policy and Procedures

Ripon Grammar School is a selective school, which accepts students in the top thirty percent of the ability range. The school is committed to ensuring that all students have access to all aspects of the broad and balanced curriculum. The Special Educational Needs Coordinator is Mrs D Caldwell.

It is recognised that, within the school population, there may be students who have physical, psychological or emotional special needs or may have learning difficulties or be especially gifted relative to other students in the school and for whom special measures will be needed. The school seeks to work with the students and their parents to ensure an appropriate response.

A student has special educational needs where he or she has significantly greater learning difficulties or significantly greater ability compared with students of the same age in the school, or where he or she has a disability (temporary or permanent) which prevents or hinders full access to the educational facilities provided by the school.

Identification of a particular learning need or disability may result from information provided by a parent or be contained within transfer records provided by previous schools. In school, subject teachers may identify a learning difficulty or other special need in their subject. Form tutors may recognise a pattern of learning difficulties or other special need as a result of contact with the student and all of his or her subject teachers. The regular pattern of assessments, examinations and reporting will also provide evidence of learning difficulty or other special need.

Where a potential learning difficulty or other special educational need is identified, an assessment of special educational need will take place. Initial assessment in the school will be coordinated by the Special Educational Needs Coordinator and will involve Heads of School, Form Tutors and Subject teachers. If required, there will be assessment by representatives of relevant outside agencies of the nature and magnitude of the special educational need.

When the nature of the learning difficulty or other special educational need has been ascertained, an appropriate response will be planned and implemented. The appropriate response will involve members of the teaching staff and may draw upon the expertise of representatives of relevant outside agencies. Parents and the students will be informed of, and involved in the planned response. Where a special educational need is identified, the Special Educational Needs Coordinator is responsible for planning, implementation, monitoring and evaluation of the appropriate response. All responses to a special educational need will be for a specific period and will be reviewed at the end of that period, and at least annually.

Special Educational Needs

A number of students are recognised as having some degree of special educational needs relative to their peers in this school. Where a student is identified as having a relative special educational need by members of staff, parents, previous schools or outside agencies the Special Educational Needs Coordinator (SENCO)

works with the Heads of Schools, Heads of Departments and classroom teachers to verify the extent of the relative need and identify the nature of the necessary support.

In line with the school's SEN Policy, classroom teachers are provided with appropriate information and guidance about the relative special educational needs of students. The Heads of Schools and the SENCO monitor the progress of students with relative special educational needs. Parents are kept fully informed of the student's progress.

Three general teaching assistants and one HLTA are employed (all part time) to support students with relative special educational needs. The Special Educational Needs Coordinator (SENCO) has responsibility for managing the work of the teaching assistants. The SENCO will identify those students who would benefit from additional support in lessons and direct the teaching assistants accordingly. The teaching assistants work closely with subject teachers in order to support the students in lessons.

The teachers of students with hearing impairment are provided with appropriate guidance, and progress is monitored by the Heads of School.

Additional time is provided for students in internal and external examinations where this is appropriate. A full assessment may be required by an educational psychologist but the school is unable to fund this assessment. This assessment is required in order to qualify for a full allocation of extra time in external examinations.

The school was awarded IQM (level 3) in 2007. This is a local authority qualification that demonstrates good practice and work is ongoing to ensure that the school maintains this award. Appendix 1 includes a glossary of appropriate terms published by the LA with respect to special needs.

Responses to Disability

Temporary Disability – 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.

In more serious cases where an injury confines a student to a wheelchair:

- 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 injured 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 students in a wheelchair and who are unable to use the stairs in the maths block and sixth form centre.
- Members of staff are notified of the changes to normal routine.

Permanent Disability

Where students have a degree of hearing impairment; this currently represents the significant minority of students with special educational needs. Classroom teachers are informed of the degree of hearing loss and given relevant practical advice. The progress of the hearing impaired students is monitored by class teachers, form tutors, the appropriate Head of School and the Special Educational Needs Coordinator (SENCO). Regular contact is maintained with the specialist teacher for hearing impairment. Staff are trained in the use of a radio microphone for a digital hearing aid and undergo INSET on teaching deaf students.

Other types of permanent disability which students currently have include a range of specific medical needs, optical impairment and physical mobility impairment.

Details of existing facilities to assist access to school by students with disabilities

Access to the main school building – The main entrance to the school has been modified to enable disabled access. Permanent ramps and rails have been installed enabling the main ground floor building to be accessed by wheelchair users.

Unisex disabled toilet – A fully equipped unisex disabled toilet has been installed on the ground floor of the main school building, sixth form block and maths, sports hall and mathematics and engineering block. A disabled toilet has also been constructed within the main girls' toilet area following refurbishment of the main girls' toilets.

Footpath – The height of the kerb adjacent to the footpath leading from Clotholme Road to the main school building has been reduced to enable wheelchair access.

Portable Ramps – Portable ramps are put in place to allow access to rooms on the ground floor of the main school building where appropriate.

Science Block – The doors have been painted in a contrasting colour to the walls to aid visually impaired students.

New buildings– As required by the Disability Discrimination Act, the new teaching and sports buildings have full disabled access, including height adjustable tables.

Accessibility Plan covering future policies for increasing the access to the school by students with disabilities

This plan is overseen by the premises manager. It outlines what is possible and achievable given the nature of existing buildings, to improve accessibility for students with disabilities.

M L Pearman
Headmaster

July 2011

Appendix 1

Glossary of terms used to describe individuals and groups

Ethnicity is an appropriate term to describe how we think of ourselves based on our skin colour, language, culture, ancestry or family history.

Minority ethnicity is a term of convenience used to refer to people who are identifiably different because of their parents' or grandparents' origins. Such differences may be more or less apparent in terms of language, accent, dress or religion.

Immigrant is best avoided when describing social or ethnic background and is limited to discussions of immigration. Asylum seeker has acquired negative connotations and the more neutral term **new arrivals** is increasingly preferred.

Black is an appropriate term to describe ethnic identity not skin colour. Originally used exclusively when referring to people of African descent, it now serves as a 'catch-all' for people from a wider range of cultural, social, linguistic or religious backgrounds. Once a person's ethnicity is known, that may be the more appropriate term to use. Coloured was once widely thought to be acceptable, but is now considered offensive and should be avoided. For people whose parents come from more than one racial, national or ethnic group, **mixed parentage** and **dual heritage** are appropriate while half caste is offensive.

Traveller is a catch-all term for all types of **Gypsies**, including Romanies and fair ground/circus people, known as **Show People**. However, **Traveller** is not intended to replace **Gypsy**, which has been reclaimed with pride as the title of a distinct ethnic group.

Homosexual is an acceptable term but less used these days than **gay**, **lesbian**, **bisexual** and **transsexual**. Slang descriptions of people in these groups should be avoided.

Disabled person/people is the appropriate term, not the disabled. Disabled people choose a social model that more accurately describes their experience of inclusion/exclusion. **Disabled person/people** reflects the social influences acting on the person, whereas person with a disability and handicapped suggest that the person themselves is the problem. Be aware that disability is not always visible. Disabled people include those with mental health problems, diabetes and epilepsy, for example.

When it's necessary to refer to a person's age, **older people** is preferable to elderly or old people.

When addressing people, don't be afraid to clarify:

- the preferred title for example, Dr, Ms, Miss;
- the pronunciation and spelling of the name for example, "Have I pronounced your name correctly?"
- the name the person prefers to be known by for example, Susan/Sue, Mohammed/Saghir
- the gender when it is not apparent for example, Chris, Pat.

Appropriate	Inappropriate
Disabled person	Handicapped cripple, invalid, the disabled, with a disability
Has an impairment	Suffers from...is the victim of...
Non-disabled	Able bodied, healthy, normal
Learning difficulties	Mentally handicapped, retarded, backward
Wheelchair user	Wheelchair bound, confined to/ in a wheelchair
Deaf/hard of hearing/people, hearing impaired	The deaf
Deaf sign-language user	Deaf and dumb, deaf mute
Blind, partially sighted/visually impaired	The blind
Mental health problems	Mentally ill
Gay, lesbian, bisexual, homosexual	Queer, poof or any slang term
Dual heritage/mixed parentage	Half-caste
Black, minority ethnic	Coloured, ethnic minority
New arrivals	Asylum, seeker, immigrant
Restricted growth, short stature	Dwarf, midget

See also NYCC Quality and Improvement Service "Equality Policy Statement 2008"