



Ripon Grammar School

SEND POLICY 2022-2023

Contents

<u>1. Introduction</u>	2
<u>2. Policy</u>	2
2.1 Definition	2
2.2 Principles	2
2.3 Inclusion for All	3
2.4 Safeguarding Children with SEND	4
2.5. Admission Arrangements	4
2.6 Objectives	4
<u>3. Procedure</u>	5
3.1 Identification	5
3.2 Initial Identification	6
3.3 Transition	6
3.4 Links to Outside Agencies	7
3.5 School Request for Statutory Assessment: Education, Health and Care Plan (EHCP)	7
3.6 Annual Reviews	8
3.7 Teaching and Support Arrangements	8
3.8 Disability & Accessibility	9
3.9 Recording SEND	9
3.10 INSET and CPD	9
<u>4. Roles and Responsibilities</u>	9
4.1 The Governors' role	9
4.2 The role of Class Teachers	10
4.3 Staffing	10
4.4 Partnerships	11
4.5 Parents	11
4.6 Criteria for Evaluating Success	11
4.7 SEND information report	12
4.8 Complaints	12

Special Educational Needs and Disabilities Policy

1) 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.

2) Policy

2.1 Definition of Special Educational Needs and Disability (SEND)

For the purposes of this policy, we have used the term Special Educational Needs as defined by the Special Educational Needs and Disability Code of Practice: 0-25 implemented in September 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. (Code of Practice D.F.E. 2014)

A child of compulsory school age has a learning difficulty or disability if he/she/they

- a) has a significantly greater difficulty in learning than most students of the same age; or
- b) has a disability which prevents or hinders him/her/they from making use of facilities of a kind generally provided for others of the same age in mainstream schools; and
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The SEND policy details how Ripon Grammar School will do its best to ensure that the necessary provisions are made for any student who has special educational needs and/or disabilities and that such requirements are made known to all who are likely to teach them.

The school will do its best to ensure that teachers in the school are able to identify and provide for those students who have SEND.

The school will do its best to allow students with SEND to join in the activities within the school with students who do not have SEND, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the students with whom they are educated.

The school will have regard to the Code of Practice when carrying out its duties toward all students with SEND and ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

2.2 Principles

As stated in the SEND Code of Practice, 2014:

‘All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and fulfilment of potential.

This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education’.

Our Values

Outstanding boarding and day education for young people from 11-18 instils in our students the following values:

- Integrity
- Kindness
- Curiosity
- Aspiration
- Empathy
- Inclusivity
- Community

Our Vision

Developing these values through the following objectives:

- Maintaining high academic performance and creativity within the context of a selective grammar school
- Providing a stimulating educational environment – curricular and co-curricular
- Ensuring positive outcomes for life after school
- Establishing a safe and secure environment for both boarding and day students
- Developing strong relationships between students and staff
- Promoting the development of individual leadership
- Supporting physical and emotional wellbeing
- Remaining linked, as a community school, to the local community and environment.

At Ripon Grammar school, we engender a harmonious school community, underpinned by tolerance and respect so that students are well prepared for life in modern Britain and for contributing to the global community.

We are committed to the equal inclusion of all students in all areas of school life. We recognise the diverse and individual needs of all of our students and take into account the additional support required by those children with Special Educational Needs and/or Disabilities.

2.3 Inclusion for All

In planning an inclusive learning environment, the governors recognise that some students may be particularly vulnerable to underachievement. While not having Special Educational Needs and/or Disabilities (SEND) as such (Ofsted 2000) students from the following groups might have Additional Educational Needs (AEN):

- Minority ethnic and faith groups; travellers, asylum seekers and refugees
- Students who need support to learn English as an Additional Language (EAL)
- Gifted and Talented students
- Students looked after by the Local Authority (LAC)

- Students with persistent medical and/or mental health needs
- Young carers and children from families under stress
- Pregnant schoolgirls and teenage parents
- Students at risk of disaffection and exclusion

2.4 Safeguarding Children with SEND

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

The additional barriers that can exist when recognising abuse and neglect in this group, include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Pupils being more prone to peer group isolation than other pupils;
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- Communication barriers and difficulties in overcoming these barriers.

Children with disabilities may have regular contact with a wide network of carers and other adults for practical assistance in daily living including; personal intimate care, hence being mindful that such situations can increase the opportunity for an abusive adult to be alone with a child.

2.5 Admission Arrangements <http://www.ripongrammar.co.uk/admissions/>

The arrangements for learners with Special Educational Needs and/or Disabilities but who do not have an Education Health and Care Plan (EHCP) are the same as those for all learners. Where a student has an EHCP the Local Authority negotiates a place at the school of the parents/carers choice.

Contact can be made directly to school to discuss possible provision before the admissions request is completed. A look around the appropriate location and a discussion meeting is advised.

Parents/carers seeking the admission of a student with mobility difficulties are advised to approach the school well in advance so that consultation can take place in liaison with the LA.

2.6 Objectives

The aims of the SEND Policy marry with the whole aims and ethos of Ripon Grammar School. The core purpose of the SEND Team is to ensure that all children with SEND receive the appropriate support, which empowers them to achieve their potential as individual learners.

In order to meet the individual needs of every student we need to continue to achieve the following:

- Regard SEND as a whole school issue directly related to curriculum, teaching and learning and raising achievement.
- Adopt a range of teaching and learning styles across all curriculum areas.
- Work in partnership with students, parents, teachers, governors, partner agencies and outside agencies.
- Develop effective communications within school, with parents, with partner and outside agencies.
- Follow a system of monitoring, target setting and reviewing progress that meets the needs of the individual learner and follows national and local guidelines.
- Ensure that learning experiences and the monitoring of progress and achievement is student centred.
- Allow students with SEND to fully partake in all school activities (so far as is reasonably practical and compatible with the child).
- Ensure that all students with SEND reach their full potential, make progress and achieve at the highest possible level for their ability.
- Provide an appropriate curriculum, which prepares students for life beyond school.
- Ensure that transition to Ripon Grammar School is a smooth process, which reassures young people and their families and enables the best start to secondary education.
- Ensure that pre and post 16 transfer is appropriate to the needs of the young person and ensures continued education and/or training.
- Offer regular Staff inset.
- Provide an adequately resourced SEND Department that can effectively support students and their teachers.
- Liaise regularly with the Headmaster, Deputy Head teacher (Teaching & Learning) and Heads of Year to review the progress of SEND students.
- Record the names of SEND students on the School's SEND Register and regularly review this register.
- Maintain up to date information on secure shared areas for all staff to access.
- Issue Support Plans or Student Profiles for those students identified on the SEND register and regularly review.
- Make appropriate provision for those students whose needs are greatest.
- Support the School's numeracy and literacy Policy and ensure that strategic and proactive intervention is in place via effective liaison with the SEND Team.

3) Procedure

3.1 Identification of SEND

Students with SEND are identified from information supplied by:

- Primary Partner Schools.
- Standardised tests, (including literacy screening via LUCID programme, CATS and SATs results).
- Individual teachers and departments.
- Parents/carers.

- Outside Agencies.
- Students themselves.
- In-School monitoring.
- SEND Team.
- Pastoral Centre.

The school is committed to the early identification of Special Education Needs and adopts a graduated response to meeting Special Educational Needs in line with the SEND Code of Practice 0-25 years 2014.

We adopt a graduated response approach to meeting a student's special educational needs and/or disabilities, which is called 'Assess, Plan, Do, Review'. This means that we will:

- **Assess** a student's special educational needs.
- **Plan** the provisions to meet the student's aspirations and agreed outcomes.
- **Do** - put the provision in place to meet those outcomes.
- **Review** the support and progress.

3.2 Initial Identification

If a concern is raised about a student, then an Early Identification Referral Form is completed which adopts the 'Assess, Plan, Do, Review' approach to meeting their needs. It is important to note that not all students referred to the SEND team will be SEND students; any support and guidance may be short, medium or long term.

When a student is identified as having special educational needs, Ripon Grammar School will provide interventions and support that are additional to or different from those provided as part of the school's usual differentiated curriculum. This intervention will be described as SEND Support. The level of additional intervention and support will depend on the individual student need. The student will be placed on the SEND Register and parents/carers will be informed. For these students, either a SEND Student Profile or SEND Support Plan will be produced. This will provide details of the provision that we will make to meet a student's special educational needs and agreed outcomes.

3.3 Transition

As part of the whole school transition process there will be close liaison between feeder schools for SEND students joining Ripon Grammar School. Information will be recorded on the school admission form. Liaison includes Ripon Grammar School staff visiting schools and attending review meetings. For some students a personalised transition package is made.

Further support is available for students who are preparing to leave Ripon Grammar School after public examinations. Ripon Grammar School has an active careers advisory department who work closely with the Learning Support Department and students with additional needs. The support they provide aims to help students make appropriate choices and seek out all available opportunities for them.

SEND students who are moving on to further and higher education, will receive support that is tailored to meet the needs of each student and will, where necessary, involve communicating with further educational establishments, if that is the wish of the student and their family.

3.4 Links with Outside Agencies

Despite receiving additional intervention and support from the school, it may be necessary for the SENCO, in partnership with parents/carers and the child, to refer to outside agencies. Outside agencies will usually see the child, so that they can advise on strategies and provide more specialist assessments that can inform planning and the measurement of a student's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

3.5 School Request for Statutory Assessment: Education, Health and Care Plan (EHCP)

For a small number of students the help given by Ripon Grammar School and from outside agencies may not be sufficient to enable the student to make adequate progress. It will then be necessary for the school, in consultation with the parents/carers and any external agencies already involved, to consider whether to ask the Local Authority to initiate a statutory assessment. Where a request for a statutory assessment is made to the Local Authority, the student will have demonstrated significant cause for concern and be making little or no progress while accessing additional intervention/s.

We will provide written evidence as required by North Yorkshire Local Authority detailing:

- Records of intervention, strategies, reviews and their outcomes
- Provision map record
- National Curriculum level attainments
- Other assessment data
- Written reports from an advisory specialist support teacher or an educational psychologist if available
- Views of the parents and of the student
- The involvement of any other professionals
- Any known involvement by social services or education welfare service
- Educational Advice: providing information relating to concerns, difficulties and all strategies and interventions implemented.

Depending upon the outcome of such a request, statutory assessment may take place. Following statutory assessment, the Local Authority may issue an Education Health and Care Plan (EHC Plan) outlining the young person's special educational needs.

An EHC Plan will last until the young person is 25 years old, or until all outcomes are met. There are separate systems in place to support disabled young people in higher education (HE), including Disabled Students Allowances (DSAs). These are non-repayable grants that assist with the additional costs incurred by disabled students. They apply to those studying HE in an FE environment. DSAs fund a range of support, including assistance with the cost of:

- specialist equipment
- travel
- non-medical helpers (for example sign language interpreters)

For more information, see [Disabled Students Allowance | Quick start finance guide | Student Finance England \(slc.co.uk\)](#)

3.6 Annual Reviews

All statements and Education, Health and Care Plans (EHCP) will be reviewed at least annually with the parents/carers, the student and any external agency to consider whether any amendments need to be made to the description of the student's needs or to the special education provision specified in the plan. The annual review will focus on what the young person has achieved as well as difficulties that need to be resolved.

Termly reviews will be held for those students identified as requiring SEND Support. Parents/carers, the child and any outside agencies, where appropriate, are invited to these reviews. Some reviews are part of the Parent/Teacher evenings set throughout the academic year.

3.7 Teaching and Support Arrangements

For the most part, students with SEND will be taught in the classroom, alongside their peers. Staff will use a variety of teaching strategies and techniques within each class, including differentiated resources and learning tasks, to accommodate students with special needs wherever appropriate and necessary.

In-class support

In-class support will be targeted within the timetable to maximise curriculum access and consequently student progress. The SEND department aims to give consistency of support across teaching groups where practical within subject areas. TA's support students and their work under the direction of the class teacher.

Additional Support

Students with SEND spend their time in mainstream lessons with their peers. We aim to provide further opportunities for young people who require additional support in developing their skills. Intervention lessons take place before and during school. Depending on need, intervention can be short, medium or long term. It can also be delivered to an individual or group by the SENCO or Teaching Assistants. We have a full time school Health Worker and Heads of Year to strengthen pastoral care.

Discrimination

At Ripon Grammar School we have an Equality Policy, therefore every Ripon Grammar School student is provided with equal opportunity to access all aspects of our curriculum. We aim to:

- Provide a secure and accessible environment in which all our students can flourish and in which all contributions are considered and valued.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people.
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.

- Make inclusion a thread that runs through all of the activities of the school.

3.8 Disability & Accessibility

Ripon Grammar School is an inclusive school and actively seeks to promote the inclusion of students with SEND. We endeavour to ensure that all students with SEND and disabilities are able to fully participate in the life of the school, both in their learning and in the wider provisions available. All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments to prevent them being put at a substantial disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations' (quotations taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years. Published June 2014 for implementation in September 2014).

3.9 Recording SEND

Records are kept by the SENCO on all students with SEND. Student files are kept up to date by the SENCO. SEND records are also kept electronically using BROMCOM.

The SEND register is a record kept by the SENCO. It indicates which students have SEND, what stage they are at, what their area/s of need is/are and information on the barrier/s to learning. It is important to note that students may receive additional support and interventions as part of whole school provision. However, this alone would not place them on the SEND register.

Class Teachers have access to EHCP's and other documents such as Support Plans and Student Profiles via Related Documents on BROMCOM.

3.10 INSET and CPD

Ripon Grammar School recognises the need to continue to develop the expertise of all staff and whole staff training on issues relevant to the teaching of students with SEND is ongoing.

Staff training needs are identified and met through a combination of in-house provision and courses run by the LA and other providers. SEND training sessions are organised as required to meet the current needs of staff and are led by the SEND Team or an appropriate outside agency. Teaching Assistants attend relevant CPD sessions and external courses. The SENCO attends the North Yorkshire Local Authority SEND Network meetings/training sessions, which are usually held termly.

4) Roles and Responsibilities

4.1 The Governors' role

The Governing body will do its best to ensure that the necessary provision is made for any child who has SEND. The Governor for Inclusion liaises between the Governing body and the school on all matters related to SEND, ensuring that the Governing body plays an active part in developing and monitoring the school's SEND policy.

The learning Support Department is led by the school Inclusion Manager Mrs S O'Brien and she may be contacted by email: obriens@ripongrammar.com or telephone (01765) 602647 ex 445

The following responsibilities will be undertaken by the SENCO & Inclusion Manager

- a) Oversee the day to day operation of the schools SEND policy and line manage the SEND team.
- b) Liaise with the relevant Designated teacher where a looked after student has SEND.
- c) Advise teachers on using a graduated approach to providing SEND support.
- d) Advise on the deployment of the schools delegated budget and other resources to meet the student's needs effectively.
- e) Liaise with and provide a point of contact for parents/carers of students with SEND who can telephone the school on (01765) 602647 ex 445 or email obriens@ripongrammar.com
- f) Liaise with and be a point of contact for external agencies.
- g) Liaise with previous and potential providers of education to ensure students and their parents are informed about options and a smooth transition is planned.
- h) Ensure that the school keeps the records of all SEND students up to date.
- i) Work with the Headmaster and school Governors to determine the strategic development of the SEND policy and provision in the school.
- j) Work with the Headmaster and Governing Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements. The SENCO is line managed by Deputy Headteacher Mrs H Keelan-Edwards.

4.2 The Role of the Class Teachers

All teachers are teachers of students with Special Educational Needs and/or Disabilities. Teaching students with Special Educational Needs and/or Disabilities is a whole-school responsibility, requiring a whole school response. Central to the work of each and every subject, is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students will learn and progress within these arrangements. However, for students with Special Educational Needs and/or Disabilities, there is a need to provide an enhanced level of provision that supports and promotes their learning abilities.

4.3 Staffing

The teaching and learning requirements of all students with SEND is primarily the responsibility of the class teacher with support from their curriculum area with advice and support from the SEND Department. This reflects the principle that SEND is a whole school issue and a recognised aspect of all curriculum planning. All staff at Ripon Grammar are expected to teach students with SEND.

The SEND Department is led by Mrs O'Brien, there are six Teaching Assistants who work within the department, the school also has two Health Workers.

4.4 Partnerships

Ripon Grammar School works closely with a wide range of agencies in order to provide the highest levels of support for students with SEND:

- SEND Team North Yorkshire County Council (including Educational Psychology Service)
- Child Development Centre (Harrogate Hospital) including Physiotherapy and Occupational Therapy Services
- Other medical services
- The Healthy Child Team
- Early Help
- Compass Phoenix
- Advisers for students with Hearing, Physical and Visual Impairments
- The Child and Adolescent Mental Health Service (CAMHS)
- Wellbeing in Mind (Harrogate District)
- Social Services
- College and Industry links.
- The SEN Hub (NYCC) including support for Communication & Interaction, Cognition & Learning and SEMH)

4.5 Parents

Ripon Grammar School will have regard to the SEND Code of Practice (2014) when carrying out its duties toward all students with special educational needs and ensure that parents are notified of a decision by the school that SEND provision is being made for their child. Partnership with parents/carers plays a key role in enabling children and young people with SEND to achieve their potential. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a student's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

North Yorkshire's LA SEND Information, Advice and Support Service (SENDIASS) provides information and support to parents of students with SEND. A wide range of information and advice may be obtained by contacting this independent service. Contact details are as follows:

- SENDIASS
- Email - info@sendiassnorthyorks.org
- Helpline: 01609 536923

4.6 Criteria for Evaluating Success

There are two aspects to our self-evaluation procedures, an evaluation of policy and procedures, and an evaluation of student progress.

The following procedures are used for an evaluation of student progress:

- Feedback from student, parents/carers, teachers/staff and outside agencies.
- GCSE and SATs results.
- Value added assessments.
- Standardised assessments.
- SEND reviews.
- Tracking and Monitoring of intervention.

- Liaison with SEND governor.
- Student voice.

4.7 SEND Information Report

The SEND information report is statutory information that the governing bodies have a legal duty to publish on their websites. This report outlines the policy and practice adopted within the school to deliver high quality SEND provision. The SEND Information Report is updated twice yearly and is available on the school website.

The report details the following:

- The Local Offer
- Principles
- General Information
- SEND School Admissions
- Key Policies
- Contacts
- Early Identification and Assessment
- Transition
- Curriculum, Teaching and Assessment
- Social Emotional Needs
- Medical
- External Agencies and Partnerships
- Consulting with parents/carers and young people
- Equality and Accessibility
- Staffing
- Evaluating Success
- Compliments, Feedback and Complaints

4.8 Complaints Procedure

Complaints concerning any aspects of Ripon Grammar School's SEND Policy should be addressed to The Headmaster, Mr Jonathan Webb.

Mrs S O'Brien
Inclusion Manager – SENCO
January 2022