



RYECROFT C. E. (C) MIDDLE SCHOOL

POLICY AND INFORMATION

**SPECIAL EDUCATIONAL
NEEDS AND DISABILITY
(SEND)**

“Living My Life My Way”

Special Educational Needs and Disability (SEND) Policy

This document is information for parents, prospective parents and members of the local community from the Governing Body of the School. Its purpose is to outline the support and provision pupils with additional needs or disabilities can expect to receive if their child attends Ryecroft Middle School.

This guidance complies with the statutory duty described in **Special Educational Needs (Information) Regulations (Clause 64)** and takes account of:

- **SEN Code of Practice** (which takes account of the SEN provisions of the SEN and Disability Act 2001) 2014
- **Equality Act 2010**
- **Children and Families Act 2014**
- Advice provided to Staffordshire schools on producing their **school's local/core offer**

Aims of this SEND policy

The aims of our special educational need and disability policy and practice in this school are:

- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement
<https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum to better respond to the four areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/Physical
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions with the aim of full inclusion in all school activities by ensuring consultation with health and social care professionals.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater** difficulty in learning than the

majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. Code of Practice 2014.

Our commitment

Ryecroft Middle School is committed to the concept of a comprehensive, inclusive education which offers all pupils the chance to succeed. All pupils, including those with additional needs, work in a positive and supportive atmosphere. This commitment starts in each classroom with high quality teaching.

When pupils require additional support this is facilitated by our committed team of Teaching Assistants. We are able to implement a range of interventions depending on specific need. This can be in class, in small groups or on a one to one basis. In this way we are able to support pupils in achieving their full potential.

1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

Due to the size of the school, all pupils are known as individuals. Subject teachers are able to monitor progress regularly and are the first adults to identify if pupils are struggling with any aspects of their work. In many cases this can be addressed in lessons by offering additional help and guidance. The use of alternative resources can help pupils achieve their potential. Through the school's monitoring systems, all pupils are tracked closely but where issues are highlighted then support can be implemented.

If it is felt that the difficulties are as a result of a special educational need then staff in school supported by Staffordshire Special Educational Needs Support Service can be involved in identifying the need and providing appropriate classroom based intervention.

If parents/carers have concerns they can be discussed on a subject basis with the relevant member of staff or more generally with the Special Educational Needs Co-ordinator (Mr S Bardon) or Assistant Special Educational Needs Co-ordinator (Mrs C Hurdman).

2. How will school staff support my child?

All pupils benefit from high quality teaching. This involves all classroom teachers, supporting pupils at a level appropriate to their needs through differentiation. Teaching staff are expected to take responsibility for the progress and achievement of all learners in their classroom.

Where necessary the school may then offer additional support. This will depend on the area(s) of identified need and following the current process of Assess, Plan, Do and Review report we can work towards outcomes which will be on the pupil's Learning Passport (previously known as an Individual Education Plan).

The current school structure has a Special Educational Needs Co-ordinator who has responsibility for pupils' Learning Passport. Depending on the identified need, the school employs a team of Teaching Assistants who work with specific pupils or classes.

On a day to day basis the Assistant SENCO ensures that the requirements of Learning Passports are met and appropriate additional support is in place.

Parents have a copy of the termly Learning Passport sent home and have the opportunity to come into school and review progress and help inform future targets.

3. How will the curriculum be matched to my child's needs?

When a pupil has been identified with Special Educational Needs their work will be differentiated by the class teacher to enable them to enjoy equal access to the curriculum. The learning passport targets are set collaboratively between staff, parents and pupils.

Their Learning Passport will be used to inform all teaching staff of the pupil's targets and also allow for progress to be monitored against them.

All pupils at Ryecroft Middle School follow a broad and balanced curriculum. Both Key Stage 2 and 3 experience English, Maths, Science, Art, Religious Education, French, Computing, Physical Education, Geography, History, Music, Drama and Design and Technology. In addition to the taught lessons there are a wide range of extra curriculum opportunities available at lunchtimes and after school. These change each term but include a mixture of sporting, musical and artistic clubs. Breakfast from 8.30am and break time snacks ensure that pupils' energy banks are maintained throughout the day.

4. How will school and I know how my child is doing and how will school help me support my child's learning?

In addition to the normal reporting arrangements, the school operates an open door policy so that any parent is encouraged to contact the school.

All pupils are closely monitored to ensure they are making at least expected progress. Where this does not happen internal investigation helps to identify the reason, and where necessary, appropriate intervention is put into place.

All pupils have a homework diary which can be used by parents and/or staff to send messages to and from school. Increasingly email is a method of communication used to allow information to be shared.

To help parents have an understanding of the learning pupils will be involved in at school we have a termly overview. This informs parents of the topics each year group covers so parents can support the work of the school and are aware of relevant themes.

5. What support will there be for my child's overall wellbeing?

Pupils at the school are well supported by a range of staff in school. This will depend on the specific area of difficulty.

When external help is required the school has a good network of colleagues who become involved in supporting the young person. These include the School Nurse, School Counsellor, Autism Outreach, Educational Welfare Officer, Parent Support Worker, Special Educational Needs Support Service and Behaviour Support.

The school operates a points system to encourage positive behaviour. This rewards not only hard work and excellent effort but also other aspects of school life such as taking on additional responsibility, representing the school and good manners and behaviour.

6. What specialist services and expertise are available at or accessed by the school?

As previously mentioned, the school has excellent working relationships with a wide range of professionals. Some of these colleagues are available to all pupils (such as the School Nurse and the School Counsellor). Others, like the physiotherapist and Speech and Language Therapist, work with individual pupils or small groups.

7. What training have the staff supporting children with SEND had or are having?

Every teacher at the school is a teacher of pupils with SEND.

All staff have recently updated their Dyslexia Spelling Awareness and Autism training. Specific members of staff have accessed Attachment and Trauma, CAMHS Awareness, FFT, Outstanding Literacy support, Provision mapping. Future plans include updating Autism awareness in Autumn 2016.

8. How will my child be included in activities outside the classroom including school trips?

For pupils with medical and physical needs any issues around visits and activities will have been discussed as part of their Care Plan. Staff leading the visit will include relevant details in their risk assessments.

All pupils are welcome to participate in activities outside the classroom. Some of these, like visiting the Jewish museum, are part of the National Curriculum but others are to enhance pupils' educational experience and are therefore optional. Staff planning lessons will assess individual needs and if required put in place additional resources, to include each and every individual. Either way pupils will not be denied access.

9. How will the school support my child with medical conditions?

We will follow the processes and procedures in accordance with the Supporting Pupils with Medical Conditions policy.

10. How accessible is the school environment?

The vast majority of the building is wheelchair accessible. Unfortunately, the school library is located on the second floor and can only be accessed by stairs. A custom built disabled toilet is available, within this area is a space for changing.

When necessary the school makes use of the Minority Ethnic Assessment Service to help support young people and their families whose first language is not English. For pupils who require additional support to help a learning need the school has a dedicated team of Teaching Assistants who provide in class support and interventions.

The governors are committed to ensuring the best outcomes for all pupils.

11. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

There are days planned during the Summer Term for any child who will be joining us in September. These allow pupils to meet members of staff and other pupils. The intention is they become acquainted with the school building so that when they start at the school they do not have to worry about where to go. We request all relevant documentation and levels of previous support from their last school.

For pupils who may require additional support we provide additional opportunities to visit. This can be to simply tour the building, take photographs, meet specific staff and/or take part in lessons.

Pupils who join us mid year are always welcome to visit the school prior to starting. They are also invited to join us for a day so they can meet their peers and sample lessons.

As pupils come to the end of their time at the school there is a similar transition process into Year 9. All information is passed onto the pupils' next school. Meetings are organised with key staff at the appropriate high school so that relevant information is forwarded. This might be the Head of House, Special Educational Needs Co-ordinator or Child Protection Officer. Where necessary, meetings take place throughout the pupil's time in Year 8 which staff from the High School attend.

12. How are the school's resources allocated and matched to children's special educational needs?

The governors of Ryecroft Middle School have appointed a link governor for Special Educational Needs. Each year the finance committee allocate funding for staffing and resources to enable the needs of pupils to be met. For resources, this happens through the submission of a capitation request form. This identifies what is needed for the year and how it will make a difference to pupils. The SENCO is then responsible for the allocation of the SEN budget.

13. How is the decision made about what type and how much support my child will receive?

The Learning Passport Review meetings provide an opportunity for pupils, parents and staff to review the current support.

The level of support offered will be based upon need. Where an external document states what support the school must provide then this is followed.

Where the school has received information from a previous school or identifies an area where support is needed then the decision is made in school. Differing levels of support for different lengths of time are available. Where external agencies are involved with pupils they are able to make useful recommendations about potential areas where additional support might be useful.

14. How are parents involved in the school? How can I be involved?

Parents are invited into school for parents' evening. This is an opportunity to discuss progress in all areas of the curriculum. If parents feel they need to contact school then they are always welcome to do so.

When pupils have a Learning Passport, parents are invited into school at least twice a year to discuss the content and help inform future targets.

15. Who can I contact for further information?

As a small school all staff are available for parents. Depending on the reason to contact school determines who parents should contact. Each pupil will have a form teacher who will be available for pastoral issues, subject teachers for each area of the curriculum, SENCO/Assistant SENCO if the issues relate to a specific need or a member of the school's leadership team for any other issues.

Support services for parents of pupils with SEN include:

- **Parent Partnership**
<http://www.staffordshire.gov.uk/education/wefareservice/SpecialEducationalNeeds/spps/home.aspx>
- If you have a general enquiry, would like to speak to one of the team or a parent wanting to request information and support please telephone **01785 356921** during office hours. Alternatively email on spps@staffordshire.gov.uk.
- **Parent In The Know** newsletters
<http://www.staffordshire.gov.uk/education/wefareservice/SpecialEducationalNeeds/spps/newsletter/newsletters.aspx>

The Local Authority is compiling a Local Offer which will eventually link to the website of all Staffordshire schools. It can be found on the Staffordshire Cares e-marketplace website. <https://www.staffordshiremarketplace.co.uk>

Should you require further information, please do not hesitate to contact Mr Steve Bardon, Deputy Head teacher / SENCo at sbardon@ryecroft.staffs.sch.uk or by telephoning the school office on 01889 590394. You can also view our website at www.ryecroft.staffs.sch.uk

This SEND policy is required to be updated every three years in the light of changes to the school's response to SEND provision.

Signed on behalf of the Governing Body:

Chair

Date

Approved by Governors: Spring 2016
Review Date: Spring 2017

Amendments: 08.09.2016 (TE)