



Ringwood School

Ringwood School

Special Education Needs and Disability (SEND) Policy and Information Report 2021-2022

Policy Name	Special Educational Needs and Disabilities Policy and Information Report
Policy Category	
Policy Number & Version	
Replacing/Updating	
Author	SENCO
Statutory, regulatory and/or contractual considerations	To meet our statutory duty
Authorised By	Full Governing Committee
Authorisation date	
Implementation Date	October 2021
Next Review Date	October 2022
To be reviewed by	SENCO

If you have any further questions about this policy, please, email the SEN Team at senteam@ringwoodhants.sch.uk

Contents

1. Principals	3
2. Aims.....	3
3. Purpose and Rationale of SEND Policy and Information Report	3
4. Legislation and Guidance	3
5. Definitions.....	4
6. Roles and Responsibilities.....	4
6.1 The SEN Team	4
6.2 The Headteacher.....	5
6.3 The SEN Governor	5
6.4 The Class Teacher.....	5
7. SEN Information Report.....	5
7.1 The Kinds of SEND that are provided for	5
7.2 Identifying Special Educational Needs and Disability	6
7.3 Consulting and involving pupils and parents	6
7.4 Assessing and reviewing pupils' progress towards outcomes.....	6
7.5 Supporting pupils moving between phases and preparing for adulthood	7
7.5 Our approach to teaching pupils with SEN	7
7.6 Adaptations to the curriculum and learning environment.....	7
7.7 Staff Training and expertise	8
7.8 Evaluating the effectiveness of SEN provision.....	8
7.9 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN	8
7.10 Admission arrangements for students with Special Educational Needs and Disability without an EHCP.....	8
7.11 Support for improving emotional and social development.....	8
7.12 Working with other agencies.....	9
7.13 Arrangements for Considering Complaints about SEN provision	9
7.14 Contact details for raising concerns.....	9
7.15 The local authority local offer and support services for parents of pupils with SEN:	9
8. Monitoring arrangements.....	10
9. Links with other policies and documents	10

1. Principals

At Ringwood School, the fundamental principle of our policy and information report is that of inclusion. We recognise that many students experience learning difficulties at some stage during their school career. These may fall into one or more of the following categories: cognition and learning, communication and interaction, social, mental and emotional health difficulties and/or physical and sensory needs. We value all students in our community and believe they are entitled to equal opportunities. We are committed to removing barriers to learning in the classroom through Quality First Teaching to enable students with SEND to have full access to the curriculum. We do also acknowledge that, at times, some students with SEND may require more specialised teaching, which we may provide outside of the classroom.

Ringwood School upholds that all teachers are teachers of students with special educational needs and disabilities. Such needs should be met through a continuum of provision some of which may be additional or different from that normally available to students of the same age in a mainstream school.

2. Aims

Ringwood School aims to maintain the same level of ambition for all students, including those with special educational needs and/or disabilities. Our curriculum aims to be ambitious and meet the needs of all learners, giving them opportunities to experience a range of subjects and the knowledge and cultural capital they need to succeed in life.

We recognise the importance of:

- creating a positive learning environment in which Quality First Teaching meets the needs of all students, including those with special educational needs and/or disabilities, enabling rapid and sustained progress
- ensuring communication systems and Continued Professional Development are such that teachers understand students' needs and are tooled and supported with implementing strategies to meet them
- ensuring early identification of SEND at any point during a student's school career and implementing Wave 2 and/or 3 provision to enable the student to access learning
- nurturing the whole child and celebrating academic, social and extra-curricular achievements.

3. Purpose and Rationale of SEND Policy and Information Report

To inform and guide all stakeholders about the ethos, principles and provision at Ringwood School that seek to remove barriers to learning, meet the needs of the individual and endorse inclusion and equality to enable our students with special educational needs and disability to access a broad, balanced and relevant curriculum.

4. Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

It has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE June 2018
- SEND Code of Practice 0-25 (2014)

- Schools SEN Information Report Regulations (2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

In addition to the policies listed above, the SEND policy should be read alongside other school policies available on our school website, for example, Behaviour rewarding and exclusion policy, Supporting students with medical conditions policy, Exams access arrangements policy.

This policy was written by the school's SENCo in liaison with the Deputy SENCo, Learning Support Coordinator, SLT, and SEND Governor. Student voice was sought and informed the writing of this policy.

5. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools

6. Roles and Responsibilities

6.1 The SEN Team

- SENCo
- Deputy SENCo
- Learning Support Coordinator
- Teaching Assistant Team
- SEN Administrator

The SENCo and SEN Team will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

6.2 The Headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

6.3 The SEN Governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

6.4 The Class Teacher

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

7. SEN Information Report

7.1 The Kinds of SEND that are provided for

The SEND Code of Practice outlines four broad areas of need:

- **Cognition and Learning (C&L)**
Difficulties may include: dyslexia; dyspraxia; dyscalculia; auditory processing; visual processing and dysgraphia
- **Social, emotional and mental health difficulties (SEMH)**
Difficulties may include: Attention Deficit (Hyperactivity) Disorder (AD(H)D); anxiety; Obsessive Compulsive Disorder (OCD) and Attachment Disorder
- **Communication and interaction (C&I)**
Difficulties may include: speech, language and communication needs (SLCN); Autistic Spectrum Disorders (ASD), Asperger's Syndrome, speech and language difficulties
- **Sensory and/or physical needs (S&P)**
Difficulties may include: visual and/or hearing impairment (VI/HI) and sensory processing
- **Moderate and multiple learning difficulties**

The following areas are NOT SEND, but may impact on progress and attainment:

- Attendance and Punctuality
- Health and Welfare
- EAL - Whilst we will endeavour to support students with English as an Additional

- Language (EAL) this alone does not constitute a special educational need
- Being in receipt of Student Premium Grant
- Being a Looked After Child/ Previously Looked After Child
- Being a child of a Serviceman/Service woman

7.2 Identifying Special Educational Needs and Disability

Individual special educational needs are identified, met, monitored and reviewed through the Graduated Approach of the Assess, Plan, Do and Review cycle.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

In line with SEN Code of Practice, when deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

7.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

7.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The SEN Team, Heads of Year, Pastoral team and subject teachers work together to carry out a clear analysis of a pupil's needs. This will draw on:

- The teacher's assessment, observations and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the support provided, and any teaching strategies or approaches that are required. Staff have dedicated time to review the effectiveness of the support and interventions and their impact on the pupil's progress.

7.5 Supporting pupils moving between phases and preparing for adulthood.

Prior to transition we will liaise with a child's previous school to obtain information that will inform our support for a given pupil. We will share information with the school, college, or other setting the pupil is moving to. This may include reports from outside agencies e.g. Educational Psychologists, Dyslexia diagnostic reports, exam access arrangement information.

7.5 Our approach to teaching pupils with SEN

In line with SEND Code of Practice, at Ringwood School we adopt a culture whereby all teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

It may be that we identify a need that requires further intervention. Our interventions are mostly delivered during a tutor time period by one of our trained teaching assistants. These may be 1:1 or in small groups. Our list of interventions can be found on our website: <https://www.ringwood.hants.sch.uk/sen/> Some pupils with very low literacy levels in years 7-9 will have an adapted timetable. They will receive additional lessons of literacy and a lesson of Spanish instead of French lessons.

7.6 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

We also have a number of facilities that enable or enhance access to the school site.

At the time of writing this information report, the following provision is available:

- Access to all buildings for wheelchairs via ramps where necessary
- Lifts which provides access to Languages, ICT and Geography
- Classroom changes to enable wheelchair users to attend all lessons
- Students who require regular physiotherapy will be accommodated
- Accessible toilets
- The physical educational programme is tailored to meet individual needs
- Rise and fall desks in some classrooms e.g. science
- Adapted appliances and equipment in food technology
- Advice will continue to be sought to improve resources through our links with Hampshire Advisory Service

The school works closely with external agencies to assess individual needs and to ensure that appropriate support and resources are in place to enable equal opportunities for all our students.

You can find our school's accessibility plan on our school website: <https://www.ringwood.hants.sch.uk/policies/>

7.7 Staff Training and expertise

Regular staff training from both internal and external providers is delivered to ensure that teaching staff, teaching assistants have both knowledge and understanding of the special educational needs of their students and the strategies to meet their needs in the classroom.

7.8 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress at given points in the year
- Reviewing the impact of interventions after 6-8 weeks
- Using pupil voice
- Monitoring by the SENCO
- Using provision maps to monitor and measure progress
- Holding annual reviews for pupils with EHC plans
- Parents evenings

7.9 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including after-school clubs. All pupils are encouraged to go on our residential trip in Year 7.

All pupils are encouraged to take part in sports day, audition for school plays.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

We seek to actively track the participation of pupils with SEN to enable us to understand the level of participation and identify if there are any barriers to their participation and how we can remove them.

7.10 Admission arrangements for students with Special Educational Needs and Disability without an EHCP

The admission of all students, including those with learning or social, emotional and mental health difficulties whose needs are not accommodated by an EHCP, are subject to the School's Admissions Policy. This policy in no way discriminates against students with special educational needs. In the case of students with non-EHCP physical difficulties, the same standard criteria will apply (see Ringwood School Admission Policy).

We value our relationship with our feeder schools and liaise with them closely prior to students beginning at Ringwood School to acquire information about the specific needs of the individual. This information enables staff from the SEN Team and teaching staff to plan accordingly for the individual student's arrival.

We arrange enhanced transition programmes for students who may require some extra support to adjust to the demands of Ringwood School.

You can find our school's accessibility plan on our school website: <https://www.ringwood.hants.sch.uk/policies/>

7.11 Support for improving emotional and social development

Ringwood School provides support for pupils to improve their emotional and social development in the following ways:

- Pastoral programme delivered in tutor time
- Hive Reflect where pupils can take some time to self-regulate or be supported to co-regulate
- Hive Social where pupils can have supervision and support with forming and maintaining friendships during unstructured times

- Keyworkers
- Breakfast club
- Homelearning club
- ELSA
- A number of lunchtime support groups
- Mental Health Ambassadors
- 1:1 or group intervention from the pastoral team

We have a robust bullying prevention policy which can be found on our website:
<https://www.ringwood.hants.sch.uk/policies/>

7.12 Working with other agencies

Ringwood School works closely with other agencies to ensure that pupils' SEN needs are met and their families are supported. These may include:

- Local authority support services e.g. Specialist Teacher Advisors
- Childrens' Services
- Occupational Health
- Physiotherapist
- YCP
- CAMHS
- Outreach from alternative provisions

7.13 Arrangements for Considering Complaints about SEN provision

Parents are always welcome by appointment to discuss provision for their child with the SEN Team. Please see the front page of this policy for contact details.

Any parent who is dissatisfied with the provision will be made aware of the school complaints system by request.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Wherever possible, the SEN Team wishes to comply with requests for support.

7.14 Contact details for raising concerns

If parents or their child has a concern they can contact the following people in school:

- Tutor
- Head of Year
- The SENCo and SEN Team : sen.team@ringwood.hants.sch.uk

7.15 The local authority local offer and support services for parents of pupils with SEN:

Ringwood School has a statutory duty to provide a SEND Information Report, which is our contribution to the Local Authority's Local Offer.

Our Local Authority's Local Offer is published here:

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds>

You will find details of support services available for parents of pupils with SEND.

8. Monitoring arrangements

This policy and information report will be reviewed by the SENCo every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

9. Links with other policies and documents

- Admissions Policy
- Behaviour for Learning
- Equality Policy
- Exam Access Arrangement Policy
- Health and Safety at Work - Community
- Health and Safety at Work
- Pupil Groupings
- Prevention of Bullying Policy
- Safeguarding – Community (users of the School Site)
- Safeguarding
- Single Equality Statement
- Supporting Students at School with Medical Conditions (Inc. First Aid)
- Teaching and Learning Policy