



POLICY INFORMATION STATUTORY

Name of Policy/Procedure: Special Educational Needs and Disability Policy

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Review cycle: Annual

Next review date: **Summer Term 2024**

Reviewed by	Date	Approved
GALE	10 th Feb 2015	25 th March 2015 Chairs action
FOS	March 2016	21 st March 2016 FGB
GALE	8 Feb 2017	22 nd March 2017 FGB
Melanie Gale	March 2018	20 th March 2018 FGB
Melanie Gale	March 2019	1 st April 2019 – FGB
Melanie Gale	May 2020	Summer 2020 – FGB
Claire Harrison	Summer Term 2021	14/06/2021 – FGB
Natalie Cross	Summer Term 2022	28/06/2022 - FGB
Natalie Cross	Summer Term 2023	

A Whole School Special Education Needs and Disabilities Policy

"Ruskin Community High School will be an inclusive community where every individual is valued and able to make a positive contribution... Ruskin will be a community where everyone can enjoy learning and achieving and is able to reach his or her full potential."

Recognising Common Learning Difficulties and Strategies to Support Students in Class

'Inclusion is about the quality of children's experience; how they are helped to learn, achieve and participate fully in the life of the school'. (Removing Barriers to Achievement, 2004)

Inclusion is:

- Valuing all students and staff equally
- Increasing participation in all aspects of community life
- Restructuring policies and practices to respond to diversity
- Reducing barriers to learning for all students not just those with impairments or classed as SEND
- Learning from attempts to overcome barriers to access for the benefit of all students
- Emphasising the role of school as developing community values as well as measuring achievement
- Recognising that inclusion in school is one aspect of inclusion in society

Ruskin Community High School seeks to ensure that all students are equally valued, treated with equal importance and given equal opportunities to be successful. Every child is entitled to a full and balanced curriculum. However, programmes of study may be modified to allow all students to access the curriculum at their level. It is intended that all students should be able to learn in a safe and reassuring environment, despite any difficulties they may have with the learning process. The whole staff, advised and supported by the SENDCO, Curriculum Leaders and Year Achievement Managers, share the responsibility for the needs of children with learning difficulties.

Parent Partnership with home

As a community high school we pride ourselves on developing a close partnership that encompasses parents, carers, students and school staff. Some students, dependent on need, will be given a specific key worker to help with this liaison. Parents/Carers will be consistently consulted in line with the SEND Code of Practice (2014, Updated 2017) and in line with current educational policy. The views and wishes of students will also, where appropriate, be considered.

A number of students, primarily but not exclusively students with Educational, Health and Care Plans (EHCP), will be allocated a SEND Student Profile (SP) and/or a personalised SEND Support Plan (SSP). **(Appendix 1)**

This will be formulated through key workers, students and parents/carers and are there to target the specific requirements of students. Students who receive a Student Profile and/or a personalised

SEND Support Plan (SSP) will do so based on a level of need. Statutory assessment is for children and young people with the most severe and complex needs.

Information on students

Staff are given a comprehensive list (SEND Register) that contains information on SEND students.

This information received by staff is divided into categories. These are students with:

- An Education, Health and Care Plan (EHCP)
- Students with additional needs (K)
- Vulnerable Students (CiN / CP)
- Looked after Children (LAC)
- Examination access students (EA)
- First concerns
- Well-being and medical

This list is re-issued at the start of each half term and is reviewed on that basis.

Identification and Assessment of Special Educational Needs.

For most students inclusive Quality First Teaching (QFT) will remove many barriers to learning and offer support to any student who may present with mild learning difficulties (MLD). These students would not necessarily be identified using the SEND Code of Practice and their support would be through the normal classroom practice and management

As concerns are raised about students' achievement or progress, over and above that level at which a class teacher with good practice will deal with, they will be assessed and may be placed on the Information for staff/SEND Register. This may happen before they enter secondary education and they will be identified through consultation with primary schools and parents/carers. Equally, they may be identified during their time at Ruskin.

As the level of concern increases, and the amount of support needed increases, students can be placed at higher levels of the graduated response for the identification and assessment of special needs. All of this process will only be investigated and explored in consultation with parents. Parents are encouraged to contact the SENDCO, Year Achievement Manager or Form Tutor at any point to discuss the progress of their child.

During the Summer term the SENDCO and/or members of the pastoral team will visit the main feeder primary schools. Discussions are held with the Year 6 teacher, Primary SENDCO and Primary Headteacher. The SENDCO will ensure staff have information on the new intake in the July prior to the start of the Autumn term. This, with Key Stage 2 prior attainment data and curriculum baseline testing will allow the initial setting of students for ability groupings.

Individual Transition Plans (ITP) will be devised and implemented where a specific need has been identified.

Some students may have more complex difficulties or may not make expected progress despite appropriate supports. This small percentage of students may meet the criteria for an Education, Health and Care Plan (EHCP). These students will normally perform at the first or second centile on standardised tests or have more complex needs than those normally met through the school's own resources. Teaching Assistants will enable these students to access the curriculum and respond appropriately and provide appropriate intervention when required, encourage students to stay on

task, focus on the work set, and make progress in line with their ability whilst fostering independent learning and emotional development.

At Key Stage 4 some students will need further assessment if special examination arrangements are to be made. Reading age, non-verbal and verbal skills, writing speed and accuracy are tested to ensure the correct level of support is requested. Students may be allocated a reader, a scribe, extra time or a modified paper.

The school currently has a number of students with a range of difficulties or medical conditions requiring special consideration.

Other support for Social, Emotional and Mental Health concerns are provided through the Pastoral system and School Counsellor.

Staff will be given a regular update of students needs following half termly student reviews and will be given regular training in key SEND areas in relation to the priorities of the school.

In September 2021, a new online system called Provision Map will be used to identify, record and communicate SEND needs and support strategies to parents, students and teachers. This links to ClassCharts.

Links with External Agencies

Alongside other external agencies the SENDCO will liaise with Cheshire East Children's Services (CHECS) and will coordinate referrals to the Educational Psychology Team (EP), Cheshire East Autism Team (CEAT), Community Paediatrics, Speech and Language Therapy (SALT), Occupational Therapy (OT), Children and Adolescent Mental Health Services (CAMHS) and the Sensory Impaired Service (SIP). The school also liaises with Social Care and Cheshire East Virtual School contributing to Care Reviews, the Child's Plan and Personal Education Plans (PEP).

Key SEND Areas

The key SEND areas largely include those that we come across on a regular basis at Ruskin Community High School. They include dyslexia and related specific learning difficulties. It also includes disabilities that have more of an emotional or behavioural component such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) and autistic spectrum disorder (ASD). The effects of these are different, but similar approaches in terms of assessment and support are often needed. The key similarity is that the individual experience or barrier to learning as a result of specific difficulties are not immediately visible. Often the individuals themselves are unaware that they have such difficulties. A large number of students have speech and language difficulties and social and emotional needs.

Attention Deficit Disorder

Behaviours seen can include:

- difficulty in following instructions and completing tasks
- difficulty in 'sticking to' an activity
- easily distracted and forgetful
- often doesn't listen when spoken to fidgets, is restless, can't sit still interferes with other children's work can't stop talking, interrupts others runs about when inappropriate
- blurts out answers without waiting to be asked
- difficulty in waiting or taking turns
- acting impulsively without thinking about the consequences

Strategies that can be used in class can include:

- be consistent in using an organised set of rules and routines, and make sure that the child is notified of any changes in routine well in advance
- praise small achievements and set up an agreed reward system for good behaviour, rather than using too many sanctions for inappropriate behaviour
- provide opportunities for children to move in the classroom (for example: Brain Gym, practical activities and responsibilities)
- explain to others that it is the behaviour that is a problem, not the child as a person
- use time out as a benefit rather than a sanction, as a time to calm down and be away from distractions
- help pupils organise their written work by using writing frames and other alternative methods of recording
- give short, simple instructions and encourage the learner to talk through a task before attempting it
- let the pupil work in an individual or paired situation rather than expecting them to work in a group
- teach social skills – don't expect the pupil simply to pick up acceptable social behaviour
- incorporate suggested motor coordination exercises into group PE activities
- be realistic in your expectations – set short, clearly defined targets

Autistic Spectrum Disorder, Asperger's Syndrome (ASC)

Difficulties experienced can be:

- difficulties with social relationships
- difficulties with communications
- difficulties with social imagination, imaginative play and flexible thinking
- socially awkward naive and gullible
- often unaware of others' feelings
- unable to carry on a 'give and take' conversation
- easily upset by changes in routines and transitions
- literal in speech and understanding
- overly sensitive to loud sounds, lights odours
- fixated on one subject or object
- physically awkward in sports

Strategies that can help are:

- provide an area in the classroom where they can have their own personal space and avoid distractions, perhaps facing the wall and possibly screened off
- ensure that the classroom has an element of continuity – not too many changes at one time
- prepare them well in advance for any changes in school routine, if possible, as this can be very distressing for them
- use a daily visual timetable for younger children
- keep instructions clear and simple, checking that they understand by repeating the instructions to them individually as they may not understand that general instructions are for them unless their name is used
- use ICT to support their learning in a variety of ways
- use visual and concrete materials to support understanding of conceptual vocabulary

- explain jokes, idioms and figures of speech as far as can be understood, or at least explain when something is a joke, etc.
- teach pupils how to interpret social signals, such as facial expressions and gestures
- use games and activities to teach social conventions and interaction (e.g. turn-taking)
- give them the opportunity to explain their anxieties
- give a logical explanation when asking them to do something new
- ensure that they understand that school and classroom rules apply to them

Dyslexia

At present it is estimated that 1 in 10 students have dyslexia or dyslexic traits (British Dyslexia Association)

Barriers to learning can include:

- difficulties with reading
- poor standard of written work
- difficulties with speed of processing
- poor short-term memory
- difficulty sequencing organisation
- tiredness
- uneven performance profile
- poor behaviour often as a result of frustration

Teaching strategies will include:

- staff are given regular reminders/updates and training in Dyslexic friendly strategies
- teach syllable count to help the learner hear how many syllables are in a word
- teach how to blend syllables
- teach onset and rime to help the pupils to discriminate between words aurally
- teach phoneme discrimination to help the pupil identify phonemes in words
- teach phoneme-blending to help with reading and spelling
- use multi-sensory methods to support learning
- ensure repetition of learning, using word and language games for enjoyment
- make use of coloured overlays and line trackers where necessary
- create a positive reading environment, with opportunities to listen to stories
- teach keyboard skills and encourage use of spell-checkers
- encourage alternative methods of recording, such as writing frames, diagrams, labelled drawings, flow charts or comic strip stories
- allow the use of a scribe where appropriate, especially for copying anything important, such as homework instructions
- make use of audio-visual aids
- keep oral instructions brief and clear
- revise and review previously taught skills at frequent intervals
- raise self-esteem and confidence with lots of praise and encouragement.

Students with dyslexia should not be expected to copy off the board and we ask parents to monitor this.

Dyspraxia

Physical and organisational difficulties can include:

limited ability to concentrate difficulty picking up small objects language acquisition understanding spatial concepts following sequential instructions handwriting confusion with laterality inability to recognise potential danger

Helpful strategies can include:

- give clear, simple instructions and constant reminders, both oral and written
- provide a reasonably quiet working environment
- organise activities to develop listening skills and attention skills, such as sound tapes
- encourage learners to present ideas using ICT
- incorporate recommended motor coordination exercises into a PE programme
- organise games and activities requiring cooperation and turn-taking
- practise a range of sequencing activities, such as pictorial activity or story sequences, word and sentence sequences, days, months or number sequences
- develop role-play and drama activities, including puppets
- help pupils organise their written work by using writing frames
- praise every effort and successful achievement of new skills
- practise tracking activities, such as mazes, dot-to-dot, tracing, letter shapes.

Hearing Impaired Students

Strategies to help hearing impaired students in class:

- Ensure that hearing aid wearers wear their hearing aids and sit within 2 metres of the speaker.
- Encourage students with hearing losses to sit close to the speaker/source of sound.
- Attract the student's attention before you start speaking.
- Face the student when you are talking and ensure that the student can see your face clearly.
- Don't cover your mouth when you are talking, students may need to lip read.
- Lip reading involves a lot of concentration and is tiring for hearing impaired students, avoid speaking for long periods of time.
- Speak clearly and naturally, speaking too slowly or shouting will distort your lip patterns.
- Avoid walking around the room while you are talking.
- Use visual cues-point to what you are talking about.
- Make the topic of conversation clear and let the student know when it changes.
- Write key words, new vocabulary, homework etc. on the board.
- Some hearing-impaired students will rely on lip patterns to understand speech, will not be able to access information on CDs and will therefore need the information delivered by a live speaker.
- Some hearing-impaired students will not be able to listen and take notes at the same time,
- Stand with your face to the light.
- Avoid standing with your back to the window-this can turn your face into shadow.
- Use whole sentences.
- In group work, encourage students to speak one at a time.
- Ask the hearing-impaired student to repeat what you've said if you're not sure you have been understood.
- Keep background noise down to a minimum.

Moderate Learning Difficulties

- General learning difficulties which can include:
- difficulties with reading writing and comprehension
- poor understanding of basic mathematical concepts
- immature social and limited emotional skills
- communication skills
- short attention span
- under-developed co-ordination skills

- lack of logical reasoning
- inability to generalise what they learn and apply it to other situations

In-class strategies will include:

- provide teaching assistant support at the beginning and end of a lesson, but encourage learners to work independently whenever possible
- ensure that learning activities are broken down into small steps and are clearly focused
- simplify, differentiate or abbreviate class tasks
- provide a multi-sensory approach to learning
- provide activities to develop motor skills
- use visual and concrete materials to aid understanding
- keep language simple and familiar in guided group work
- make use of songs, rhymes and rhythm to aid learning sequences (such as the alphabet, days of the week)
- keep instructions short and concise
- ask children to repeat instructions in order to clarify understanding
- provide alternative methods of recording, such as labelled pictures, diagrams or flow charts
- ensure repetition and reinforcement within a variety of contexts

For further information regarding SEND provision at Ruskin Community High School please contact Mrs N Cross (SENDCo) via the School Office: **01270 560514**

Appendix 1

What are Education, Health and Care Assessments and Plans?

In line with the changes introduced by the Children and Families Act 2014 (Updated 2017), from 1st September 2014, Statements of SEN and Learning Difficulty Assessments have been replaced with multi-agency 0-25 Education Health and Care Plans (EHCP), which consider a child/young person's needs, agreed outcomes for the child or young person and their longer term aspirations. EHC plans will include details of the following:

- what is important to and for the child/young person and their family
- needs and priorities identified by relevant professionals through recent assessments
- the agreed outcomes for the child or young person
- the provision that will be made to address agreed needs, actions to be taken, responsibilities for action, provision and resources
- arrangements for reviewing actions and outcomes, including the formal annual review

The plans are based on a coordinated and person centred assessment and planning process which puts the child or young person and their parents at the centre of decision making. EHC Plans are focused on outcomes for the child or young person across education, health and care, and will set out how services will work together to meet the child or young person's needs in support of those outcomes.

