



POLICY INFORMATION **STATUTORY**

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

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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	Autumn Term 2023	29/11/2023 - FGB
Natalie Cross	Spring Term 2025	2/04/2025 - FGB

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."

Guiding Principles

This policy has been formulated with regard to the Special Educational Needs and Disability (SEND) Code of Practice 2014: 0-25 years and has been written with reference to the following guidance and documents:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which sets out local authorities' and schools' responsibilities for Education, Health and Care (EHC) Plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with SEND
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which sets out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out governors' responsibilities for pupils with SEND

Aims

- 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, broad and balanced curriculum.
- 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.
- Working in partnership with parents to enable learners with SEND to achieve their potential.
- Including students with SEND in the decisions about their own education.
- Ensuring that teachers provide quality first teaching, in line with the Cheshire East Graduated Approach, which is adapted and scaffolded for all students.
- Working in collaboration with education, health and social care services to provide support for young people with SEND and their families.
- To ensure that, in accordance with the Equalities Act (2010), all students, regardless of disability, have the right to equal educational opportunities.
- To actively promote the well-being of students with SEND and to ensure that they are safe in school.
- To help pupils with SEND make a successful transition into adulthood.

Identification and Assessment of Special Educational Needs

Definition of SEND: According to the SEND code of practice 2014 a child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Students have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age, or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- Are under compulsory school age and fall within the definition above or would do so if special educational provision was not made for them
- Students have a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day- to-day activities (Equality Act 2010)

Disability

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities. The definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEN and disability legislation. The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

There are four broad areas of SEND:

Communication and interaction:

Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. This includes:

- SLCN (Speech, Language and Communication Needs)
- ASD (Autistic Spectrum Disorder)

Cognition and Learning:

Pupils with learning difficulties usually learn at a slower pace than their peers, even with appropriate adaptation. A wide range of needs are grouped into this area, including:

- Specific learning Difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia
- Moderate learning difficulties
- Severe Learning Difficulties
- Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

Social, Emotional and Mental Health Difficulties.

These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:

- Mental health difficulties such as anxiety, depression or an eating disorder
- Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder
- Suffered adverse childhood experiences

These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

Sensory and/or Physical Needs:

Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have:

- Vision impairment
- Hearing Impairment
- Multi-Sensory Impairment
- Physical Disability

These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

All students are entitled to access the full school curriculum and to take part in every aspect of school life, unless there is a specified reason outlined in the student's EHCP (Education, Health and Care Plan)

Identifying pupils with SEND and assessing their needs

Ruskin Community High School follows the SEND Code of Practice 2014: 0 to 25 years graduated response with regards to the identification, assessment and review of students with special educational needs.

Early Identification

The school recognises the importance of early identification of children with SEND needs to ensure suitable provision can be put in place. To this end:

- Initial identification is usually through transition with primary schools.

- For those students with Educational Health and Care Plans (EHCPs), our SENCo will attend the Year 6 annual reviews when invited to do so.
- We test the reading and spelling ages of all Year 7 Students when they enter the school so the necessary provision can be put in place if needed.
- For in year admissions we liaise with the admissions team, the SEND team and the school from which the student is joining, to gather all the necessary information such as progress, behaviour and attainment.
- Evidence from teacher observation and assessment.
- Progress against expected attainment pathway.
- Concerns from parents, teaching staff, pastoral staff and outside agencies.
- For some students needs are identified through in school testing for example Boxall profiling or Lucid tests.

Review Meetings

All students on the SEND register will have targets set termly and these will be communicated to parents who will receive copies of their child's learning plan. These are formally reviewed in school termly, and decisions made form the basis of the next Plan Do Review cycle. For students with an EHCP a formal Annual Review is held to review progress towards objectives/outcomes outlined in the EHCP. A copy of the review report is sent to all invitees, including parents carers and the SEND Team at Cheshire East.

The SEND Register

Staff are given a comprehensive list (SEND Register) that contains information on SEND students. The register is updated termly following the Assess, Plan, Do, Review cycles following an evaluation of the successes or otherwise of prescribed interventions and feedback from teaching staff.

Further Information on students

Further information received by staff is divided into categories. Including, but not limited to:

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

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

Provision

The school utilises a variety of measures to enable access to the curriculum for students with SEND, these include:

- Teaching Assistant Support
- Adapted work in keeping with the Cheshire East Toolkit

- At Key Stage Three students will be placed into a set group based on their academic ability and this will be monitored via regular teacher
- At Key Stage Four students will be placed into a set group based on their academic ability for core subjects and mixed ability groups for selected GCSE options
- Adapted timetables
- Intervention groups including, but not limited to Talkabout, Zones of Regulation, Social Skills and SALT
- Overlays for those with visual distress
- Emotional Literacy
- School Counsellor
- Anger management support
- Literacy Interventions
- Numeracy Interventions
- Nominated keyworker
- Mentoring

Evaluation of Provision

In order to evaluate the progress and achievement of the SEND provision, the following evidence is used: attendance data; behaviour for learning data; student and parental voice; lesson observations; GCSE entry numbers; results from GCSEs and other qualifications; reading and spelling ages.

Managing SEND Provision

Role of Governing Body

The governing body has important statutory duties towards students with Special Educational Needs and Disabilities. The governors, working in partnership with the Headteacher, have responsibility for deciding the school's general policy and approach to meet the needs of SEND students. All governors will have up-to-date knowledge of the school's SEND provision.

SEND Governor

The SEND governor is kept up-to-date and knowledgeable about the school's SEND provision. They are therefore able to monitor the SEND policy, the SEND provision (to ensure that it is an integral part of the school's development plan), the progress of students with SEND and the quality of provision provided.

The Headteacher

The Headteacher has the responsibility for the day to day management of all aspects of the school's work including the provision for students with SEND. They will inform the governing body regarding SEND provision and work closely with the SEND Co-ordinator to ensure effective provision.

Role of the SENCo

The SEND Coordinator (SENCO), in collaboration with the Headteacher and governing body, has a key role in helping to determine the strategic development of the SEND policy. To raise the achievement of students with SEND the SENCO coordinates the provision that is provided by the school for these students. In doing so, the key responsibilities of the

SENCO include overseeing the day-to-day operation of the school's SEND policy, liaising with and advising fellow teachers and support staff, identifying and assessing students for special considerations for external examinations in KS4 and writing appropriate reports, managing the SEND team of teachers and learning support assistants, monitoring and utilising data on students with Special Educational Needs, liaising with parents of students with special educational needs, contributing to the in-service training of staff, managing the SEND provision through the devolved SEND budget, and liaising with external agencies including educational psychology services and voluntary bodies. The SENCo at Ruskin Community High School is Mrs Natalie Cross and can be contacted at crossn@ruskin.cheshire.sch.uk

Role of Teachers

All teachers are teachers of students with SEND and are responsible and accountable for the progress and development of the students in their class, even where students access support from teaching assistants or specialist staff. (SEND Code of Practice, 2015). Where a student is not making adequate progress, teachers and SENCOs and parents should collaborate on problem-solving, planning support and teaching strategies for individual students. Teachers should provide high quality teaching, adapted for individual students. Teachers should liaise with the SENCO to review their understanding of strategies to identify and support vulnerable students and their knowledge of the special educational needs most frequently encountered.

Role of Teaching Assistants

Teaching assistants play a valuable role in helping to meet the needs of students with SEND. They support the teaching and learning of individuals and groups of students throughout the school by: supporting students in achieving targets identified on support plans and Education, Health and Care Plans; adapting provision for students; supporting students with SEND in lessons; working with individuals or small groups on programmes outside of the classroom; providing assistance with homework at Homework Club sessions and supporting students in developing their literacy and numeracy skills.

Role of parents or carers

Partnership with parents/carers plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents/carers 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 and will be contacted regularly to discuss and, if necessary, review the SEND provision for their child. The parents/carers of any student with SEND or concerns regarding their child's progress are welcome to contact or visit the school to discuss their concerns with the SENCO or appropriate member of staff. Parents/carers are informed of changes to their children's education and subsequently are invited to meet with the SENCO to discuss individual teaching programmes and support plans. They are encouraged to become involved in the monitoring and reviewing of their child's educational needs throughout the year. Parents/carers are given information on LA support and the appropriate services available to support their children's needs.

In terms of an Annual Review, parents'/carers' comments are sought either prior to the review or at the review and these views will be included in the paperwork sent to the Local Authority.

Role of pupils

Young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes. For those with an EHCP their views will also be included in the Annual Review paperwork which will be sent to Cheshire East Authority.

Staff development

The school is committed to developing knowledge of SEND for all staff in order for them to meet the needs of students. In-service training is coordinated by the SENCo, local and/or national courses are attended and guest speakers are also invited to provide training for staff. Department and pastoral meetings include in their agenda issues relating to SEND, and issues raised are passed to the SENCO to be acted upon. Teaching assistants are integrated in the Performance Management cycle, through meeting with the SENCO to set and review targets and lesson observations.

Complaints

The school prides itself on a collaborative approach, working in partnership with parents and carers to meet student needs. All complaints are taken seriously and are heard according to the school's complaints policy and procedure.

External Support

The school works alongside external agencies when a student has a barrier to learning or where this is identified in their EHCP. Other agencies that the school works with includes:

- The Educational Psychology Service
- Cheshire East Children's Services (CHECS)
- Cheshire East Autism Team (CEAT)
- Community Paediatrics
- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)
- Children and Adolescent Mental Health Services (CAMHS)
- The Sensory Impaired Service (SIP)
- Social Care
- Cheshire East Virtual School contributing to Care Reviews, the Child's Plan and Personal Education Plans (PEP)
- Outreach Services
- Cheshire East SEND Team
- The School Nurse/Medical Needs Team
- CEAIS (Cheshire East Advisory and Information Service)

The school will also seek support from voluntary and private or external agencies as required.

The Local Offer

The purpose of the local offer is to enable parents/carers and young people to see more clearly the services that are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care and can be found at [Local offer for children with SEN and disabilities \(cheshireeast.gov.uk\)](http://cheshireeast.gov.uk)

SEND Information Report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The Information report is updated annually and as soon as possible after any changes to the information it contains.

Transition

For information about entry please email the Main School Office enquiries@ruskin.cheshire.sch.uk Alternatively you could telephone the school on: 01270 560514 or call in at Main Reception, where a member of staff will discuss the entry process with you. We offer a range of transition visits for new students; however, we encourage the families of students with SEND to arrange a separate visit with the school SENCo so that information which specifically relates to your child's requirements can be shared.

Transition plans are created for those pupils whom it is deemed will need additional support when moving between the key stages. Additional support will be offered at key phases – KS2 to KS3 and KS4 to KS5.

We will not discriminate against any student and therefore initial admission arrangements are the same for all students. As soon as a student with disabilities is known to the school a process of needs analysis, information sharing and support will begin under the direction of Natalie Cross (Special Educational Needs Co-Ordinator).

Equal Opportunities

Ruskin Community High School is committed to provide equal opportunities for all, regardless of faith, gender or capability in all aspects of school life. We pride ourselves on creating an inclusive environment, which enables all of our students to thrive.

