



SIR THOMAS RICH'S

Special Educational Needs Policy

Last Reviewed: March 2024

Status: This Policy was drawn up in accordance with Part 3 of the Children and Families Act 2014, the DfE Special Educational Needs and Disability Code of Practice (April 2020) and The Special Educational Needs and Disability Regulations 2014. This policy should be read in conjunction with the School's Special Educational Needs Offer.

Responsibility: It is the responsibility of all the staff to implement this policy. It is the Trustees' responsibility to monitor its implementation and to review it regularly in the light of Government legislation or Local Authority recommendations.

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1. Introduction

Sir Thomas Rich's School values the contribution that every pupil can make and welcomes their diversity of culture, religion and intellectual style. The School seeks to raise the achievement, remove barriers to learning and increase physical and curricular access to all. All pupils with special educational needs or disabilities (SEND) are valued, respected and equal members of the School. The aim is for all pupils with SEND to reach their full potential in a supportive environment that enables them to become confident individuals living fulfilling lives. The School aims to prepare them to make a successful transition into adulthood, whether into higher education, training or employment.

Pupils have special educational needs if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her.

Pupils have a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of students of the same age;
- or have a disability, which prevents or hinders him or her from making use of facilities of a kind generally provided for students of the same age in schools in mainstream schools.

Special educational provision means:

- educational or training provision which is additional to, or otherwise different from, that made generally for students of their age.

The School provides support to pupils with a range of needs. Provision for pupils with SEND is a matter for the School as a whole because all staff may teach pupils with SEND. Therefore, the Trustees, Headteacher, SENCO, and all other members of staff take on important responsibilities regarding SEND. Further details of the Sir Thomas Rich's SEND provision can be found in the School Offer, as well as the School's Accessibility Plan. Details of Gloucestershire's SEND Offer can be found [here](#).

2. Objectives

The School's SEND objectives are:

- to enable pupils with SEND to maximise their achievements and make a successful transition into adulthood, whether into employment, further or higher education or training;
- to ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND.;
- to ensure that the needs of pupils with SEND are identified, assessed, provided for and regularly reviewed.;
- to ensure that all pupils with SEND are offered full access to a broad, balanced and relevant curriculum.;
- to work in partnership with parents to enable them to make an active contribution to the education of their child and
- to take the views and wishes of the child or young person into account.

3. Roles and responsibilities

The Associate Assistant Headteacher for Inclusion (SENCO) is also the Designated Teacher for Looked After Children. Their key responsibilities include overseeing the day-to-day operation of the School's SEND policy, working with the SEND team and teachers to co-ordinate provision for pupils with SEND, advising on the graduated approach to providing SEND support and advising on the deployment of the School's delegated budget and other resources to meet pupils' needs effectively.

The Associate Assistant Headteacher for Inclusion's responsibilities include all SEND administration tasks including working with the Deputy Headteacher and Trustees to ensure that the School meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements, ensuring that the School keeps the records of all pupils with SEND up-to-date through the **SEND Monitoring List**, the **SEND Support** register and the writing of **Individual Educational Plans (IEPs)** or **My Plans**. The SENCO is also responsible for communicating with pupils, parents, staff within school and external organisations including Advisory Teachers, CAMHS and the Gloucestershire SEND Monitoring and School Support Team.

The SEND trustee helps to raise awareness of SEND at Trustee board meetings. The School, including the Trustee body and the SEND Trustee, is committed to regular and systematic evaluation of the effectiveness of its work. The SEND governor compiles an annual report on SEND provision at the School and meets with the SENCO at regular intervals to monitor provision. They also work with the SENCO to determine the strategic development of SEND provision in the school.

4. Admission arrangements

The Trustees and Headteacher are responsible for the admissions arrangements, which accord with those laid down by the local authority. The School acknowledges in full its responsibility to admit pupils with already identified SEND, as well as identifying and providing for those not previously identified as having SEND.

5. Specialised provision

Specialised audio equipment has been acquired to help hearing-impaired students. A number of laptops have been purchased and are used by pupils with dyspraxic or dyslexic tendencies during KS3, GCSE and A Level examinations. There are four toilets adapted for the disabled in the swimming pool changing rooms, the Pavilion, the Sixth Form Centre and in the language centre. In addition, in the entrance to the sports hall there is a Personal Care Suite for the disabled comprising toilet, washbasin, shower, plinth and hoist. The ground floor of the School is largely suitable for wheelchairs. (See the Accessibility Policy.) Drugs, e.g. Ritalin, are kept secure by the School's receptionist (see the Pupils with Medical Needs Policy.) There is a small medical room with toilet that is also used by staff for other purposes.

6. Identification, assessment, provision and review

Identification and assessment

- Prior to a pupil's arrival in Year 7 and Year 12, parents and feeder schools provide information to the SENCO.
- Similarly, pupils with medical needs are identified by feeder schools and parents. The relevant information is passed onto the SENCO, the persons responsible for First Aid and all school staff.
- Pupils with specific learning difficulties can be identified at any stage during their school career by the teaching staff, who notify the SENCO, or by pupils and parents expressing concerns.
- Pupils with emotional and/or behavioural difficulties can be identified at any stage during their school career by subject staff, form tutors and Heads of Year, who notify the SENCO.
- The school aims to initiate early discussion with parents about SEND support and, where it is decided to provide SEND support, parents will be formally notified.
- Where necessary, the School will seek guidance from the Local Authority Educational Psychologist team, as well as the Advisory Teaching Service

Provision

- The SENCO drafts all Individual Educational Plans (IEPs). The document contains strategies to support learning including lesson planning and delivery. IEPs also contain targets where appropriate, and a review date.
- Pupils and parents are invited to contribute to the writing and reviewing of IEPs.
- Where necessary, provision will include guidance received from the Local Authority Educational Psychologist team, as well as the Advisory Teaching Service
- All subject teachers, form teachers and Heads of Year have access to IEPs. For example, a copy of the SEND Monitoring List and all IEPs and other relevant SEND lists and documentation are found on Launchpad in the SEND folder
- The SENCO supervises those pupils at '**SEND support**' level. These are pupils who receive or require intervention from an external agency. **My Plans** will be written to facilitate outside agency support, where needed.
- A team of teaching assistants work with those pupils who require 'in-class' support and who require individual or small group interventions. Our teaching assistants work with class teachers to ensure that the needs of pupils with SEND are met in line with relevant EHCP documentation. This support is delivered through collaboration, communication and effective scaffolding; teaching assistants also use their own personalised CPD to ensure that they have the necessary skills to meet the requirements of the pupils they support.

Review

- IEPs are reviewed at least once a year. The SENCO uses evidence from the Order Grade reports to support this process (see Assessment, Recording and Reporting policy).
- Pupils with IEPs are placed on the School **SEND Monitoring List** in order to ensure that outcomes are regularly scrutinised at appropriate times.
- Pupils with **Education and Health Care Plans** (EHCP) are monitored by the SENCO and have at least two reviews during the year in addition to the formal annual review process.
- The Form Tutor and Heads of Year play a very important role in monitoring the progress of pupils with EHC Plans. Heads of Year may also attend the annual review meeting. All issues are discussed with the SEND pupils, and parents are kept informed of any developments by the SENCO.
- Parents are invited to annual reviews of the EHCP and, if appropriate, to meetings involving external agencies.
- If a pupil moves to another school or college, information will be shared with the new setting in order to facilitate the transition. The information to be shared will be agreed with the pupil and their parents unless there is a safeguarding concern (see Child Protection and Safeguarding policy).

7. Access to the curriculum

All pupils have the entitlement to a broad, balanced and relevant curriculum. All pupils with SEND are taught for all of the week with their peers in mainstream classes by subject teachers and study the curriculum appropriate to their age. When a pupil's SEND needs become a barrier to their accessing the classroom, they are fully supported on a graduated and personalised timetable while they receive external support. All teaching and support staff are aware of the National Curriculum Inclusion Statement 2016, and in their planning and teaching, they strive to:

- provide suitable learning challenges;
- meet the pupils' diverse learning needs and
- remove the barriers to learning and assessment.

With advice from and the support of the SENCO, teachers and teaching assistants match the learning to the needs and abilities of the pupils. Where appropriate, materials are modified or resources are differentiated to enable pupils with SEND to access the learning or the assessment processes.

The School acknowledges that its practices make a difference, therefore the teaching staff and teaching assistants regularly review issues related to pupils with SEND and classroom organisation, teaching styles and methods, materials and tasks to determine how these could be improved.

8. Access to the wider curriculum

In addition to the statutory curriculum, the School provides a wide range of additional activities. These include sports, music, drama and a number of clubs and societies. Pupils with SEND have the same access to these activities as the other pupils in the school. The participation of pupils with SEND in these activities is monitored carefully. A supervised homework club, supervised by teaching assistant, is available after school from 15:30 to 16:30 to help pupils who have problems in this important area.

9. The role played by parents of pupils with SEND

In accordance with the DfE Code of Practice, the School believes that all parents of children with SEND should be treated as equal partners. The School has a positive attitude to parents and provides user-friendly information in the form of the School Offer. The School strives to ensure parents understand the procedures and are aware of how to access advice.

Parents will be supported and empowered to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education;
- have knowledge of their child's education;
- make their views known about how their child is educated;
- have access to information, advice and support during assessment and any related decision making processes about special education provision;
- make informed decisions regarding personal budgets if their child has an Education and Health Care plan.

10. Monitoring and evaluating the success of the education provided for pupils with SEND

- The School, including the Trustee body, is committed to regular and systematic evaluation of the effectiveness of its work. The School employs a series of methods to gather data for analysis including: Analysis of the attainment and achievement of pupils with SEND as measured by Order Grades, internal examination results and public examination results (see Assessment, Recording and Reporting policy);
- post-16 destinations of pupils with SEND;
- regular observation of teaching;

- the views of teachers, parents and pupils;
- meetings between the SENCO, teaching assistants, parents, pupils, Heads of Year, subject teachers, Heads of Department, senior leaders and advisory teachers.

SEND provision is also monitored by the Gloucestershire SEND Monitoring and Support Team.

11. Arrangements for dealing with complaints from parents

Any complaints are initially dealt with informally by the SENCO. If the issue cannot be resolved, parents are invited to follow a formal procedure where a complaint is made in writing to the Headteacher. If the parent is dissatisfied, the complaint can be heard in front of a panel of three people; one of whom must be independent of the management of the School (see Complaints policy).

12. Arrangements for in-service training

The SENCO attends appropriate Gloucestershire SEND conferences and, where necessary, meets with the SEND Monitoring Officer for Gloucestershire. INSET days are used for whole staff updates and training. New members of staff and trainee teachers meet with the SENCO for training as part of their induction programme.

13. Links with other facilities

Advisory teachers visit the School at least once per year supporting pupils with Visual Impairments or Physical Disabilities. Other lead professionals in regular contact with the School include Occupational Health Services and CYPS.

14. Allocation of resources

The Associate Assistant Headteacher for Inclusion (SENCO) is responsible for the allocation of the SEND budget.