



## 15b Additional Needs Policy including Disability and Admissions

(For staff – see staff handbook for details of the operation of the LS Department. From March 2015 Special Educational Needs and Disability has been referred to as Additional Needs (AN))

This policy is applicable to all pupils, including those in the EYFS.

This policy has been written with due regard to the SEND Code of Practice (CoP) 0 – 25 (July 2014) and the following guidance and documents:

- Children and Families Act 2014
- Equality Act 2010: advice for schools DfE Feb 2013
- 7a Safeguarding Policy
- 17b Disability Access Plan
- 17a Equal Opportunity Policy

### DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

#### SEND

‘A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age’  
(CoP, 6.15).

The SEND Code of Practice (2014) defines four broad areas of need:

- Communication and interaction
  - Cognition and learning
  - Social, emotional and mental health difficulties
  - Sensory and/or physical needs
- (CoP, 6.28-35)

Children or young people often have complex needs that may lie within more than one of these areas and their needs may change over time.

#### DISABILITY

Children and young people who have SEND may have a disability, that is,

‘a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.’ (Equality Act 2010).

‘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.’ (CoP, xviii)

## **INTRODUCTION**

Ripley Court is an academically selective school and welcomes all children who can make the most of the opportunities that we offer and can flourish in our caring environment. Treating every child as an individual is important to us, and we welcome pupils with additional needs, providing that our Additional Needs Department can provide them with the support that they require. We do not however, have the facilities to offer highly specialised and intensive treatment.

We advise parents of children with additional needs to discuss their child's requirements with us before he or she sits our entrance exam so that we can make adequate provision for him/her. Parents should provide a copy of an Educational Psychologist's report or a medical report to support their request, for example for extra time or other special arrangements.

## **ON ENTRY**

Each pupil with an additional need requires special consideration and treatment. If appropriate, adjustments will need to be put in place. We will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made for their child once they have accepted the offer of a place and before he/she becomes a pupil at the school.

## **PHYSICAL ACCESSIBILITY**

We welcome pupils with physical disabilities provided they can cope with our site and we can make reasonable adjustments to accommodate them. It is essential that parents of children with physical disabilities discuss their child's requirements with us before he or she sits the entrance tests so that we can see whether we can make adequate provision for him/her. We recognise that some physically disabled pupils may also require specialist support from our Additional Needs Department, and it is essential we discuss this issue with parents before their child enters the school since the school's Learning Support is relatively limited, and specialist individual tuition is charged as an extra. Parents should provide a copy of a medical report to support their request.

Parents and prospective parents of disabled children can obtain copies of the school's Policy 17b Disability Access Plan from the school. This shows the ways in which we plan to make our buildings progressively more accessible to disabled pupils, parents and visitors, and the ad hoc arrangements that we think practical, possible and reasonable to help a child to attend Ripley Court. The school has an active monitoring policy and will do its best to make adjustments to take account of an individual pupil's needs, within the constraints imposed by its historic buildings on a scattered site. We are progressively introducing facilities for the disabled as our buildings are upgraded.

We are able, depending on need, to arrange for children to use laptop/tablet computers in classes.

## **ENGLISH AS AN ADDITIONAL LANGUAGE**

See 15c EAL.

## **AIMS AND OBJECTIVES**

The Objectives of our AN Policy reflect the ethos at Ripley Court School.

We recognise that children should be valued for their individuality.

We help each child grow and develop to maximise their full potential, in education, personal and moral aspects.

They are encouraged to use their individual skills for the common good.

We work together as a community to meet the needs of each child which means that

‘every teacher is a teacher of every child or young person, including those with SEND’  
(CoP, 6.36).

We use our best endeavours to ensure that appropriate provision is made for any pupil who has an Additional Need and Disability (AND) and that their needs are made known to all staff in the community.

#### **AIMS (CoP, 6.1)**

1. To identify pupils with AN as early as possible and ensure that all their needs are met.
2. To ensure that every pupil achieves the highest standards possible through tailoring learning to individual need, interest and aptitude.
3. To encourage pupils to develop confidence and recognise value in their own contributions to their learning giving them a high self-esteem.
4. To raise the aspirations of and expectations for all pupils with AN.
5. To promote equal opportunities for all children whatever their gender, background, race or abilities.

#### **OBJECTIVES**

1. To identify and provide for pupils who have AN
2. To work with due regard to best practise as laid out in the SEND Code of Practice, July 2014.
3. To operate a ‘whole pupil, whole school’ approach to the management and provision of support for AN.
4. To provide a SENCO who will work with the Additional Needs and Disability Policy.
5. To ensure access to the curriculum for all pupils.
6. To ensure that every teacher is a teacher of every child, including those with AN.
7. To provide support and advice on AN for all staff.
8. To encourage pupils to participate in the decision making processes and contribute to the assessment, target setting and review of their needs.
9. To develop and maintain partnership and high levels of engagement with parents.

#### **THE ADDITIONAL NEEDS DEPARTMENT**

Our SENDCO oversees the department with 1:1/1:2 tuition provided by a Specialist SpLD Teacher

#### **IDENTIFYING ADDITIONAL NEEDS**

We recognise that early intervention improves long term outcomes for the child or young person.

There is no need for pupils to be registered or identified as having AN unless the school is taking additional or different action.

The triggers for intervention will be concern, underpinned by evidence, about a child whose progress, and despite differentiated learning opportunities and/or additional support:

- 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

(CoP, 6.17)

We also recognise that there are numerous factors that may impact on progress and attainment but are not considered AN. For example:

- Physical Disability

- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Disruption caused by frequent relocation

## **A GRADUATED APPROACH TO SEND SUPPORT**

The progress of every pupil in the school is tracked by class teachers, heads of departments, and subject teachers throughout the year using a range of information including:

- Formative assessment - observation in class and monitoring of work
- Summative assessment
- Half termly reviews/ assessment grades/ reports
- Day to day contact providing an overview of pupils' academic work and social interaction

We operate a graduated response to identifying and providing support for children with AN which will be underpinned by the 'Assess, Plan, Do, Review' cycle (CoP, 6.45-6.56) recorded on an Individual Support Plan (ISP).

## **LEVELS OF SEND SUPPORT**

### **SEND Support Level 1: AN list**

Where a pupil's data or performance shows no or persistently slow progress for a period of time to cause a teacher to become concerned in the subject areas of reading, writing, maths or concentration (and they have not already been identified as being a pupil with SEND), this will trigger an action to move them onto the Additional Needs List. The class teacher/subject teacher will discuss their concerns with the SENDCO. The SENDCO will make detailed dated notes and update the AN list so all teachers are aware of a child's difficulties. At this point we will monitor progress with detailed strategies and targeted support as part of the school differentiated teaching programme. Strategies might include –

- In class strategies
- TA support where available
- Intervention groups were appropriate

This will then be reviewed no more than a term later or sooner should this be appropriate.

### **SEND Support Level 2: SENDCO intervention**

If after reviewing it would appear that we need to implement further strategies or look further into difficulties, the child might be recommended for some screening. Consultation with parents is undertaken and clearly explained. The SENDCO will then screen processing speed, working memory, GL dyslexia screener and where appropriate use the HAAT. The SENDCO will feed back to teachers and parents and update the AN List. Further strategies will be talked through at this point for more targeted support as part of the school differentiated teaching programme or if needed they will move onto Support Level 3.

### **SEND Support Level 3: Outside Agency Support**

When there is evidence that a pupil is making insufficient progress despite additional intervention through the schools differentiated teaching programme, further advice and support may be sought from outside professionals and they will be entered on the AN list at Level 3. The SENDCO, Headmaster and colleagues in consultation with parents, at a review of the pupil's progress, may request a referral to external professionals, such as an Educational Psychologist, Speech and Language Therapist, Clinical Psychologist or CAMHS. External professionals will assess the

pupil to provide specialist advice to inform planning, give advice on the use of new or specialist strategies and resources and in some cases provide specialist support for particular activities. The SENDCO will co-ordinate the support and update the AN list so all staff are aware of the needs of the child.

The class teacher, subject teacher, Specialist SpLD Teacher and support staff will provide interventions that are additional to those provided as part of the school's differentiated curriculum. Strategies employed to enable pupils to progress will be recorded by the class teacher within an Individual Support Plan (ISP).

This information will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual SMART (Specific, measurable, relevant and time orientated) targets that match the pupil's needs and have been discussed with the pupil and the parents.

This information will be reviewed termly, on the half term, and wherever possible the pupil will take part in the review process and be involved in setting the targets. There is a charge for 1:1/1:2 Learning Support. At Ripley Court we offer a maximum of two 1:1 lessons per week. See Fees and Charging Structure for more information.

### **EDUCATION HEALTH CARE PLAN (EHCP)**

If the pupil has demonstrated significant cause for concern over a period of time, with SEND Support at Level 3, and the needs of the child are great enough, the school will consult with parents to consider requesting an Education, Health and Care needs assessment (EHCP). Parents or the school can request a statutory assessment. The Local Authority will consider whether it will proceed with a statutory assessment.

The school currently has no pupils with an EHCP.

### **Annual Review of the EHCP**

All EHCPs must be reviewed annually with the parents/carers, the pupil, the LA, the school and other professionals involved. The class teachers and/or support staff will be expected to attend these meetings. At the Annual Review the ISP will be reviewed and any necessary amendments made to the description of the pupil's needs or to the special provision specified in the EHCP. This review will focus on the achievements as well as the difficulties encountered.

## **ROLES AND RESPONSIBILITIES**

### **Governors**

The Governors on the Education Committee are responsible for AN. The Governing Body will ensure that it makes provision for all pupils with AN by allocating appropriate resources within the school, based on an audit of need. In addition, under the Children's and Families Act 2014 (S.66) the Governing Body must use their 'best endeavours' to actively monitor special educational provision within the school.

### **Headmaster**

The Headmaster has responsibility for the day-to-day management of all aspects of the school, including the provision for children and young people with AN. Responsibilities for AN are met through the close collaboration of the Headmaster, Senior Management Team, SENDCO and class/subject teachers in the early identification and subsequent provision for pupils with any educational needs not met by the school curriculum.

### **Class and Subject teachers**

The class and subject teachers are responsible for the day to day operation of provision made by the school for pupils with AN (CoP, 6.84 – 6.94). They will remain responsible for working with the pupil on a daily basis and for assessing, planning, delivering and reviewing differentiated support. ‘High Quality Teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND’ (CoP 6.37).

### **SENDCO and Specialist Teacher**

The SENDCO will co-ordinate the support at every level of AN support. The SENDCO will keep detailed dated notes and maintain the files for the pupils’ records. The SENDCO will meet with pupils, teachers, parents, Headmaster and Governors when appropriate.

The SENDCO and Specialist SpLD Teacher provide professional guidance in the area of AN support in order to support High Quality Teaching and the effective use of resources to bring about improved standards of achievement for all pupils. The SENDCO and Director of Studies work together to ensure that INSET training is put in place where needs or interest arise or where it would be good practice to be updated in the area of AN.

The Specialist SpLD Teacher, along with class and subjects teachers, will be responsible for setting, recording and reviewing targets on the ISP.

### **Teaching assistants**

Support staff work under the direction of the head of department/coordinator or class teachers. They assist in the identification of individual needs and help to provide effective learning strategies for pupils in class, small groups or on a one to one basis. Teaching assistants respond appropriately to individual pupils and feedback information to teachers.

### **Parents/Carers**

Parents/Carers are consulted and kept informed of progress and the actions taken to help their child through regular meetings, written reports, and copies of the ISP as well as Home/School Communication books from the Specialist SpLD teacher. Parents/Carers are made aware of the importance of their role in supporting their child. Parents/Carers are responsible, at the time of application to school, to disclose any previous assessment of their child regarding learning and other difficulties.

### **Pupils**

We want to involve all children in their own education. Children are encouraged to understand the nature of their learning profile and take part in the target-setting process, including being given the opportunity to make choices.

## **SUPPORTING PUPILS AND FAMILIES**

We encourage a partnership between the child, the parent and the school. In the event of the need to use outside agencies to support or assess a child, parents will be notified of this in advance and asked for their permission for this involvement to be initiated. Parents may request an assessment for their child if they are concerned.

## **ACCESS ARRANGEMENTS**

Access arrangements for exams, including 11+ and 13+ assessments, are made using the JCQ guidelines. This may require re-testing/updating of tests. Parents are made aware of this at the time of the first test if it is 18 months to 2yrs prior to either set of exams.

## **ARRANGEMENTS FOR CONSIDERATION OF COMPLAINTS**

Please see the school complaints process.

### **LIAISON**

The school makes use of the following additional services:

- Educational Psychologists
- Optometrist
- Speech and Language Therapist
- Occupational Therapist
- Clinical Psychologist
- Paediatrician
- CAMHS
- Surrey Early Years Team

### **MONITORING AND REVIEW**

This policy will be reviewed annually.

#### An ISI Reporting Standard

##### References:

- A. The Education (Independent School Standards)(England) Regulations 2003 as subsequently amended (SI2003/1910)
- B. Special Education Needs and Disability Act 2001(SENDDA)
- C. Special Education Needs – A Guide for Parents and Carers  
[http://www.teachernet.gov.uk/\\_doc/3755/parents-carers\\_PRESS%20READY.pdf](http://www.teachernet.gov.uk/_doc/3755/parents-carers_PRESS%20READY.pdf)
- D. Special Education Needs Code of Practice  
[www.teachernet.gov.uk/wholeschool/SEND](http://www.teachernet.gov.uk/wholeschool/SEND)
- E. [www.drc-gb.org](http://www.drc-gb.org)
- F. <http://www.equalityhumanrights.com/en/Pages/default.aspx>
- G. <http://www.teachernet.gov.uk/wholeschool/disability/disabilityandthedda/>
- H. <http://nationalstrategies.standards.dcsf.gov.uk/node/150541>
- I. The Education (Special Education Needs) (Information Regulations) 1999/2506  
[www.opsi.gov.uk](http://www.opsi.gov.uk)