Outcomes First Group.

SPECIAL EDUCATIONAL NEEDS (SEND) POLICY

RYECROFT SCHOOL

Ryecroft School

CONTENTS Page

1.0 INTRODUCTION 2
2.0 DEFINITION OF SPECIAL EDUCATIONAL NEEDS 2
3.0 THE SEN AIMS OF THE SCHOOL (INTENT) 3
4.0 ROLES & RESPONSIBILITIES 3
5.0 SCHOOL ADMISSIONS & INCLUSION 3
6.0 PARTNERSHIPS WITH PARENTS 3
7.0 PUPIL PARTICIPATION 4
8.0 ASSESSMENT & PROVISION 4
9.0 ANNUAL REVIEW 5
10.0 LINKS WITH EXTERNAL AGENCIES/ORGANISATIONS 6

1.0 INTRODUCTION

Ryecroft School is a specialist, independent day school offering places to pupils aged 4 to 18. Places are offered to pupils who have complex needs including ASC, ADHD. A high number of our pupils may also have experienced early childhood trauma and may present with attachment difficulties. All of our pupils have special educational needs and/or disabilities and all pupils have an education, health, care (EHC) plan.

Ryecroft School is based in the heart of Walsall, easily accessible from Birmingham, Sandwell, Wolverhampton and other locations across the West Midlands and Staffordshire. The school is situated in a former primary school and has been fully refurbished with high quality classrooms, learning areas and outdoor spaces. There are many opportunities to learn outside of the classroom and within the local community. .

Implementation: It is the responsibility of the Head Teacher to ensure that staff members are aware of and understand this policy and any subsequent revisions.

Compliance: This policy complies with all relevant regulations and other legislation as detailed in the *Compliance with Regulations & Legislation Statement*.

This policy is written with due regard to the SEND Code of Practice, Published 11 June 2014 and last updated 12 September 2024.

2.0 DEFINITION OF SPECIAL EDUCATIONAL NEEDS

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

a. has a significantly greater difficulty in learning than the majority of others of the same age, or
b. has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Special education provision means: educational provision which is additional to, or different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.

Taken from the SEN Code of Practice (DfE, 2015)

All of our pupils and pupils attend Ryecroft School because it has been identified that their needs cannot be met within their Local Authority provision.

3.0 THE SEN AIMS OF THE SCHOOL (INTENT)

Our aims are:

- To ensure that all pupils and pupils have access to a broad and balanced curriculum appropriate to their individual needs
- To make sure all staff have a clear understanding of the needs of all pupils
- To provide a differentiated curriculum appropriate to the individual needs, ability and interests of each pupil.
- To ensure that all pupils and pupils take as full a part as possible in all school activities
- To ensure that parents/carers of all pupils and pupils are kept fully informed of their child's progress and attainment
- To ensure that all pupils and pupils are involved, where practicable, in decisions affecting their future provision
- To ensure that all pupils are prepared for life beyond Ryecroft School and their future aspirations.

Whilst many factors contribute to the range of difficulties experienced by our pupils, we believe that much can be done to overcome them or lessen their effect, by parents/carers, teachers and pupils working together.

4.0 ROLES & RESPONSIBILITIES

The School has a named SENCO and Designated Teacher (Alexia Kyriakidou).

Alexia's role is to ensure that Ryecroft School Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2015).

Provision for the pupils is a matter for the school as a whole. The head teacher and all other members of staff have important day-to-day responsibilities.

The head teacher has responsibility for the day to day management of all aspects of the school's work. Oversight of the school's work is provided through the Board of Governors.

All education staff are involved in the development of the school's policy and are aware of the school's procedures for making SEN provision, and monitoring and reviewing that provision in line with the guidance in the Code of Practice.

The school has a team of skilled teaching assistants. Teaching assistants are allocated to classes to make sure children are supported consistently. The role of the teaching assistants is to provide support at the point of learning. This can be within the classroom, the grounds or during off site activities. They are expected to know the needs of their pupils and their EHC targets and evidence progress towards these outcomes. This evidence is recorded alongside pupils' Person Centred Plans (PCP). Each child has a personalised folder, outlining their SEND needs and EHCP targets. These are carefully considered by all teaching and support staff when planning learning opportunities for pupils.

5.0 SCHOOL ADMISSIONS & INCLUSION

Ryecroft School is set up to meet the specific needs of learners with complex needs including Autism spectrum conditions, mental health conditions and ADHD as well as impaired social or cognitive functioning due to early life trauma and attachment needs. Ryecroft School believes that the admissions criteria should not discriminate against pupils with SEN and has due regard for the practice advocated in the Code of Practice, in that all schools should admit pupils with already identified special educational needs. Please refer to our Admissions Policy and Procedures for more information.

6.0 PARTNERSHIPS WITH PARENTS

Ryecroft School firmly believes that partnership with parents plays a key role in promoting a culture of co-operation between parents, schools, Local Authorities and others. This is important in enabling our pupils to achieve their potential.

Parents should be supported so as to be able 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 entitlement within the SEN framework
- 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

Communication is the key to success and progress. Parents receive a progress report every half term which is discussed in a meeting with the form tutor. Senior leaders are also available to meet with parents. SEN provision and pupils' progress towards EHCP aims are also discussed at half-termly parent carer conference meetings.

In addition, parents are also able to contact form tutors and all staff via Class Dojo. This is also a useful platform used to share important information.

Parents will be invited to half termly coffee mornings with the SENCo to discuss helpful strategies. A survey will be shared prior to the meeting for parents to suggest any topics they would like to discuss.

Throughout the academic year, a number of events will also be held including summer and Christmas Fairs. We encourage parents to attend where possible.

7.0 PUPIL PARTICIPATION

Where possible, pupils and pupils at Ryecroft School participate in all the decision making processes that occur in education, including the setting of learning targets and Personal Centred Plans (PCP.) Pupils are encouraged to contribute to review meetings and any transition processes. As pupils at Ryecroft School might have severe communication difficulties, ascertaining their views may not always be easy, but the principle of seeking and taking into account the ascertainable views of the young person is important.

8.0 ASSESSMENT & PROVISION

Provision for pupils with Special Educational Needs (SEN) is a matter for the school as a whole. It is our expectation that school teachers and tutors deliver the National Curriculum using a graduated approach to meet the even changing need of our pupils. The school is aspirational, attainment should not be any different to those who are able to access a mainstream provision. Learning is comparable in breath and ambition. Assessment for each subject enables the school to consider individual pupil attainment and progress. Holistic learning is therefore personalised to meet the individualised needs of pupils.

Teachers can at any time request additional SEN support using the referral system within the school. Teachers can fill in an intervention form if they feel that a pupil is behind target in a specific area. Teachers are expected to demonstrate strategies they have already tried to ensure that support is targeted appropriately. The SENCO will then review this form and support the teacher to put an intervention in place using a graduated approach. This will usually commence with a classroom visit and an observation during unstructured times. The SENCO and allocated teaching assistants will hold weekly intervention sessions, based on specific needs. These sessions are monitored and reviewed regularly in order to evaluate the effectiveness and impact of planned intervention strategies.

Ryecroft School has an on-site clinical team made up of a clinical lead, occupational therapist, speech and language therapist and therapies assistant. The clinical team assess the provision in the EHCP prescribed before entering Ryecroft School. They support all school staff in meeting the needs of the EHCP, liaise with the school SENCO in meeting the changing needs of the pupils and have a minimum of a half-termly meeting with senior leaders to discuss the emerging needs of the pupils. Pupils access the clinical team on an individual or small group basis or indirectly through an assessed or observed need by school staff. Any staff in school can make a referral to the clinical team and the whole school works collaboratively to meet the SEND needs of the pupils.

For more information, please refer to our Planning, Assessment, Recording and Reporting Policy

9.0 ANNUAL REVIEW

All statements (SEN) or Education Health and Care Plans (EHC plans) are reviewed at least annually. These reviews focus on what the pupil/pupil has achieved as well as on any difficulties that need to be resolved (for more information please refer to our Planning, Assessment, Recording and Reporting Policy).

The Annual Review aims:

- To assess progress towards meeting the objectives specified in the statement
- To assess progress towards the targets in the PCP set at the previous review
- To review any special provision made.
- To provide a profile of current levels of attainment in literacy, numeracy and life skills, and a summary of progress achieved in other areas of the curriculum
- To consider the continuing appropriateness of the statement/EHC plan.
- To set new targets for the coming year

The Head teacher and/or SENCo initiates the review process upon receipt of the termly list of annual reviews for the Local Authority. The Head teacher can delegate to a qualified teacher at the school any or all of the duties and functions given to them in the regulations.
In preparing for the review meeting, the Head teacher must request written advice from:

- Pupil's parents
- Anyone specified by the authorities
- Anyone else the Head teacher considers appropriate

The Head teacher or SENCo must also circulate a copy of all advice received to all those invited to the review meeting at least two weeks before the date of the meeting, inviting additional comments, including comments from those unable to attend the review meeting.

The Annual Review meeting is chaired by the Head teacher or SENCo (Designated Teacher.).

The Head teacher or SENCo provides the Local Authority with a report following each Annual Review meeting before the end of the term, or 10 school days after the meeting takes place if that is any earlier. The report summarises the outcome of the review meeting, setting out the assessment of the main issues discussed at the meeting, the recommendations about educational targets for the coming year and any other steps that ought to be taken.

Annual Review in Year 9

The annual review held in year 9 is particularly significant in preparing for the pupil's transition to the further education sector, work-based training, and adult life.
The aim of the annual review in year 9 and subsequent years is to:

- Review the young person's statement/EHC plan
- Draw up and subsequently review the Transition Plan

The annual review of the statement held in year 9 should involve the agencies that may play a major role in the young person's life during the post-school years including the Careers Service (ENTRUST) from the placing Authority.

The Head teacher or SENCO must ensure that a Transition Plan is drawn up, which draws together information from a range of individuals within and beyond school in order to plan coherently for the pupil's transition to adult life.

Pupils in Year 9 at Ryecroft School, may be offered a place at Ryecroft School providing this is in line with their needs and aspirations.

10.0 LINKS WITH EXTERNAL AGENCIES/ORGANISATIONS

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for our pupils.

Important links are in place with the following organisations:

- Local Authorities (Walsall, Sandwell, Staffordshire, Wolverhampton and Birmingham)
- Social Services
- CAMHS

This policy is reviewed annually