



Special Educational Needs and Disabilities policy

APPROVED BY:	Board of Governors
APPROVED BY SIGNATURE (CHAIR):	
DATE APPROVED:	February 7th 2024
REVIEW CYCLE:	3 yearly
DATE OF NEXT REVIEW:	February 2027

Contents

1. Aims and objectives	2
2. Vision and values	3
3. Legislation and guidance.....	3
4. Inclusion and equal opportunities	3
5. Definitions.....	4
6. Roles and responsibilities	5
7. SEN information report.....	8
8. Expertise and training of staff.....	8
9. Links with external professional agencies.....	8
10. Admission and accessibility arrangements	8
11. Complaints about SEND provision	9
12. Links with other policies and documents	9

1. Aims and objectives

Rigby Hall School is a community special school for pupils with severe, moderate and complex learning difficulties. Many of the pupils also have additional learning needs through a diagnosis of being on the autistic spectrum, language and communication delay or difficulties, and may also present with behaviours that can be challenging through social and emotional and mental health needs.

A learning difficulty is defined by the Special Educational Needs Code of Practice (page 5, para 2:1):

"A child has a learning difficulty if he or she:

(a) has a significant greater difficulty in learning than the majority of children of the same age.

(b) has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the local education authority.

(c) is under five and falls within the definition at (a) or (b) above or would do if special educational provision was not made for the child.

Rigby Hall School caters for pupils between the ages of 4 and 19 years who have a wide range of learning needs which include complex learning difficulties, severe learning difficulties, moderate learning difficulties and autism.

Every pupil who attends Rigby Hall School has an Educational Health Care Plan.

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND

➤ Set out how Rigby Hall School will:

- Support and make provision for pupils with special educational needs and disabilities
- Provide pupils with SEND access to all aspects of school life
- Help pupils with SEND fulfil their aspirations and achieve their best
- Help pupils with SEND become confident individuals living fulfilling lives
- Help pupils with SEND make a successful transition into adulthood
- Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil

➤ Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

➤ Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil

➤ Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

At Rigby Hall School we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all of our pupils have the chance to thrive, and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to meet the needs and abilities of pupils, no matter how varied.

3. Legislation and guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [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 set 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
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set 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
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

At Rigby Hall School we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adaptations to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A pupil has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 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 school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
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. Pupils who are on the autism spectrum often have needs that fall in this category.

AREA OF NEED	
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • 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	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • 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 <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and responsibilities

6.1 The SENCO

The SENCO at our school is the Headteacher – 01527 875475

They will, along with members of the Senior Leadership Team:

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support all pupils who have EHC plans

- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or college: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or college in a timely manner
- Work with the school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- Monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- Regularly review and evaluate the breadth and impact of the support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy

6.2 The Governors

The Governors are responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil gets the support they need
- Make sure that pupils with SEND engage in the activities of the school
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Determine their approach to using their resources to support the progress of pupils with SEND
- Make sure that all pupils from year 8 until year 13 are provided with independent careers advice

6.3 The SEND link governor

The SEND link governor is Maggie Gower – mgower@rigbyhall.worcs.sch.uk

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the Headteacher to determine the strategic development of the SEND policy and provision in the school

6.4 The Headteacher

The Headteacher will:

- Work with the SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Advise the LA when a pupil needs an emergency review
- Monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- Regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil at Rigby Hall School will be:

- Invited to an annual review meeting to review the provision that is in place for their child

- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress, as well as an annual review report

The school will take into account the views of the parent or carer in any decisions made about the pupil.

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This **might** involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN 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 will be updated annually and as soon as possible after any changes to the information it contains.

8. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The Headteacher will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

9. Links with external professional agencies

Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

10. Admission and accessibility arrangements

Admission to all Worcestershire Special Schools is determined by the Local Authority.

Parents and carers of prospective pupils are able to come and visit the school and meet the Headteacher or member of the Senior Management team if she is unavailable. This is by appointment only, only if a child has an EHCP in place (except for nursery aged children) and will be after school time due to the needs of the children during the school day.

The school buildings and resources are designed for the range of special educational needs and disabilities for which the school caters. The school is accessible to wheelchair users and to those with limited mobility, through the implementation of a lift and ramps to key areas of the school.

11. Complaints about the setting

If parents/ carers have concerns regarding the provision made to meet their child's special educational needs they are encouraged in the first instance to discuss the issue with the class teacher then follow the sequence of Phase Leaders, Assistant Heads for Primary and Secondary, the Deputy Headteachers and then the Headteacher. If they do not feel satisfied with the outcome they may take choose to pursue the complaints procedure.

12. Links with other policies and documents

This policy links to the following documents:

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints procedure