



## **Special Educational Needs Policy**

Adopted by Governing Body: January 2020  
Date of next review: January 2021

Signed:

A handwritten signature in black ink, consisting of a large, stylized 'R' followed by a long, horizontal, wavy line that extends to the right.

Chair of Governors



## **INTRODUCTION**

Rigby Hall School is a community special school for pupils with severe, moderate or complex learning difficulties. Many of the pupils also have additional learning needs including autistic spectrum disorder, language and communication delay or difficulties and challenging behaviour and social and emotional 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 now has an Educational Health Care Plan.

## **AIMS**

The school aims to ensure that

1. All pupils receive a curriculum relevant to their individual needs, which includes the National Curriculum and key skills needed for life beyond school.
2. That each child develop to his/her full potential in order that they may lead as rich and independent a life as possible.



### **OBJECTIVES**

1. To make the most appropriate provision for pupils in relation to their needs identified by their EHCP.
2. To continually assess, monitor and review the needs of the pupils.
3. To provide an individual and personalised programme for pupils.
4. To use a wide range of teaching styles and methods to meet the needs of the pupils.
5. To review the provision for pupils at least annually.
6. To inform parents and carers of their child's development and progress and to involve them in the programme of support.
7. To work closely with the range of professional services involved with our pupils.
8. To keep governors informed of the effectiveness of the special needs policy.
9. To ensure staff receive support in developing appropriate provision for pupils.
10. To ensure that policies and procedures meet individual needs.
11. To work within the guidance provided in the SEND Code of Practice 2015

### **NAMED S.E.N.C.O.**

Headteacher – Mrs T Smith

### **ADMISSION ARRANGEMENTS**

Admission to all Worcestershire Special Schools is determined by the Local Authority. Parents of prospective pupils are encouraged to come and visit the school and meet the Headteacher or member of the Senior Leadership team if she is unavailable.

### **ARRANGEMENTS FOR ACCESS**

The school buildings and resources are designed for the range of special needs 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.

### **IDENTIFICATION & ASSESSMENT OF NEED**

Before admission the needs of all pupils are identified through the statutory assessment process carried out by a range of professionals on behalf of the Local Authority. This process informs the provision to be made by the school. Pupil needs are then reviewed, at minimum, on an annual basis.

After admission all pupils are assessed by staff (optional tasks can be used to support that assessment). The pupils are then continually assessed in all areas of their development - social, academic etc. Pupil progress is assessed through the use of the Early Years Foundation Stage Profile, Rigby Hall steps (based on previous P-scales, National Curriculum levels) and nationally recognised accredited courses. The assessment process is supported by the use of SOLAR assessment package. For further details please refer to the Assessment, Recording and Reporting policy.



### **PROVISION FOR PUPILS' NEEDS**

Pupils receive a balanced, broad and differentiated curriculum which includes all subjects within the National Curriculum. The core of the curriculum is an emphasis on basic skills promoting independence, PSHE and citizenship, and speech, language and communication. Foundation subjects provide breadth of experience and a vehicle for the delivery of essential and functional skills.

Transition between classes and key stages is carefully managed. Parents, pupils and staff are involved in each stage and transition days are held in school in preparation for any moves.

### **INCLUSION**

We strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all pupils and systems of early identification of barriers to learning and participation.

The staffing structure of the school is such that every class has at least one teaching assistant. The role of the teaching assistant is to:

- assist the teacher in the delivery of the curriculum.
- support individual pupils' learning or behaviour.
- work under the direction, advice and support of the class teacher.
- where appropriate, lead small groups

### **COMPLAINTS PROCEDURE**

If parents/ carers have concerns regarding the provision made to meet their child's special 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 or Secondary, the Deputy Headteacher and then the Headteacher. If they do not feel satisfied with the outcome they may take choose to pursue the formal complaints procedure.

### **PARENTS AND CARERS**

Good relations and communication between the school and parents and carers are given a high priority. All parents and carers are invited to sign the Home School Agreement, which sets out the aims and values of the school, the school's responsibilities towards the pupils and the responsibilities of parents and carers.

Parents and carers are always welcome to visit the school. However, as teachers have a full teaching commitment, parents and carers are asked to make an appointment to see a member of staff at a mutually convenient time.





Parents Evenings are held twice a year. These consultation sessions provide an opportunity to discuss pupil's progress and in the summer term there is an opportunity should parents/ carers wish to come into school to discuss the Annual School Report. In addition, parents and carers are invited to attend the Annual Review of the child's EHCP. There is a 'meet the teacher' event that enable parents to talk to their child's new teacher.

Contact with parents/carers is also encouraged through regular social events including coffee mornings, discos, workshops and drop-in consultation sessions with other professionals.

We have three Parent Liaison Officers, responsible for Primary, Secondary and Post 16. They hold coffee mornings and drop ins in order for parents to meet and have general discussions and also highlight what needs they might have within their families in order for us to provide specific help or advice.

### **SUPPORTING CHILDREN AT SCHOOL WITH MEDICAL CONDITIONS**

The school recognises that pupils at school with medical conditions should be properly supported so that they can have full access to education including school trips and physical education.

Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

### **ARRANGEMENTS FOR STAFF TRAINING**

The school has a staff development policy which ensures that the needs of the school, as laid out in the school development plan, and the professional needs of individuals are met.

There are opportunities for staff to attend training, both in and out of school and there are regular INSET sessions for the whole staff that focus on whole school issues.

### **LINKS WITH EXTERNAL SERVICES**

There are links with a range of professionals - many of whom visit the school on a regular basis. The following is a list of some of the professional services to whom we have direct access:

- Community Nurse
- Health Visitors
- School Medical Officer
- Audiologist
- Educational Psychologist
- Consultant Psychiatrist
- Physiotherapist
- Speech & Language Therapists



- Careers Advisor
- Social Services
- Occupational Therapist
- Children's Centres F.E. Colleges
- Child & Adolescent Mental Health Service
- Worcester University