



JOHN RUSKIN SCHOOL

Special Educational Needs & Disability (SEND) Policy

SENDCO - Mrs. Caitrin Pursell, (NASENCo Award)

John Ruskin School

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SLT advocate for SEN/D Mr. Peter Blackburn, headteacher.

SEN/D Governor Mrs. Joyce Hall

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1 Introduction

John Ruskin School, as a community comprehensive school provides a broad and balanced curriculum for all children, which is differentiated to meet individual needs and abilities. Many of our students join the school with previously identified Special Educational Needs and/or Disabilities (SEND) but we recognise that these may occur or change at any time during their school career and that .

At John Ruskin School, all teachers are teachers of students with SEND. Our students have a very wide range of strengths and support needs. Teachers take into account in their planning a student's special learning needs and the provision made therefore enables them to participate effectively in all curriculum and assessment activities, in addition to broader aspects of school's life.

This policy was developed by the SENDCO, Senior Leadership Team and Governors to reflect the SEND Code of Practice, 0-25 guidance. It is available for all on the school website, or by request from the school as a hard copy.

2 Aims and objectives

2.1 Our Aims

Our small size allows us to know each student as an individual yet still provide big school success and a range of opportunities for all students, including those with SEND. We aim to provide a caring, but challenging environment that pushes students to achieve the very best academic outcomes. Staff and students agreed on the following vision which runs at the core of everything we do. Our vision is to create a school community in which you can:

- Be respected
- Be resilient
- Be valued
- Be ready for your future
- BE YOU

2.2 Our Objectives

To meet the above aims for our students with SEN/D, we have the following objectives.

- To identify students with special learning needs as early as possible;
- To create an environment that meets the special needs of each student by ensuring that staff have the training and guidance they need;
- To ensure all students have equal access to a broad, balanced and differentiated curriculum;
- To encourage students to develop confidence and self-esteem and to recognise the value of their own contributions to their learning;
- To encourage students to be fully involved in their learning;
- To make clear the expectations made of all staff in the progress and provision of special needs;

- To ensure parents are kept fully informed and are engaged in effective communication about their child's SEN.

3 Identifying Special Educational Needs

3.1 A guide to terminology.

The term *Special Educational Needs* is used if: "A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her" (Special Educational Needs and disability code of practice: 0 – 25 years, 2014).

Children have a *learning difficulty* if they: Have a significantly greater difficulty in learning than the majority of children of the same age, or Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools. (Special Educational Needs and disability code of practice: 0 – 25 years, 2014)

A *disabled person* is defined by the Equality Act 2010 as: Someone who has 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

Special educational provision means: Educational provision which is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEND or disabilities to access the National Curriculum at school or to study at college. (Section 312, Education Act 1996)

3.2 Areas of Special Educational Need

The Code of Practice 2014 gives an overview of the four broad areas of Special Educational Need and emerging difficulties can be reported in any of them by parents, children and school staff to the SENDCO and Senior Leadership Team.

The four areas are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

3.3 At John Ruskin School we recognise that in addition to having (or potentially having) a Special Education Need there are many factors that affect children's progress and attainment. These include:

- Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

- Being a child of Serviceman/woman.

4. A Graduated Approach to SEND support

4.1 Identifying students that have Special Educational Needs

The quality of teaching for all pupils is regularly monitored by the senior leadership team through the process of lesson observation and results analysis followed by reviewing and, where necessary, improving, teachers' understanding of teaching strategies including how to identify and support vulnerable pupils. Teachers are offered additional training and opportunities to improve their knowledge of the SEND most frequently encountered in our school. When the teachers' classroom practice is good, and their knowledge and training sound but a child or young person does not make an adequate rate of progress, one consideration teachers may make is whether the child or young person has an unrecognised SEN or disability.

Sometimes, an early indicator of a special educational need may indeed be slow progress and low attainment, however, we recognise that this in itself does not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, this can be an indicator of a range of learning difficulties or disabilities. Equally, we do not assume that attainment in line with, or in advance of, chronological age means that there is no learning difficulty or disability. We consider the needs of the whole child, not just that of their academic learning.

Pupils with SEND are identified in one or more of the following ways.

Some children arrive at John Ruskin School already having diagnosed SEND as it has been identified at an earlier age - There are specific references to SEND in the paperwork completed by parents when students join the school and the paperwork completed by John Ruskin School staff during primary school during visits prior to transition in to Key Stage 3. Children with a previously identified Special Educational Need or disability are entered on to the Learning Support Register so that teaching and support staff are aware of who is in their classes, and what their needs are.

However, during the course of child's time at John Ruskin School, needs that have not been previously identified may become apparent. Or, needs may become more acute. We recognise that parents and carers know their children best and should be able to raise concerns with us - it is important that we listen when parents express concerns about their child's development. We also listen to and address any concerns raised by children and young people themselves. All teaching staff also have a legal responsibility for identifying pupils who are causing concern - whether for learning, emotional or developmental reasons. These pupils may not have been formally identified previously as having SEND.

Concerns should be reported to the SENDCO and Pastoral Lead in the first instance. Once this concerns have been raised by any person about a child potentially having SEN or a disability, the child/young person, teachers, the SENDCO and families will work together to consider all of the information available.

From within the school information about the pupil's progress, using formative assessment tools will be considered alongside national data and expectations of progress.

Information provided by the child/young person and their family about relevant experiences from outside of school will also be gathered - for example (but not limited to), information about their early development, learning milestones, their social behaviours and their emotional needs.

If we at John Ruskin School feel that we would be better able to understand or support a child/young person's needs we can call on the support of external experts from Westmorland and Furness council and arrange whatever action/referral is considered most appropriate. Appropriate action may include - referral to Educational Psychologist/Specialist Teacher/Occupational Therapists and other paraprofessionals.

In order to access these professionals, if the child or young person does not already have Education, Health and Care Plan an Early Help Assessment must be opened for the child/young person and referrals made using official channels. If the child/young person already has an Education, Health and Care Plan an early review may be called of the plan in order to commission specific support.

If a child/young person has, or seems to have, Special Educational Needs and/or disabilities that cannot be met without significant additional support in school, parents and carers will be consulted by the SENDCO on whether to pursue statutory assessment for an Education, Health and Care Plan and, if the parents/carers wish them to, and there is enough evidence of need the SENDCO will apply for statutory assessment. If parents wish to apply for assessment outside of the school, the school will provide any information required by the parents in order to pursue their request.

4.2 The SEND List and the Learning Support Register

All teaching staff have a legal responsibility for planning appropriate differentiation for all pupils, including those with a special educational need and/or disability. 'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN'. (Special Educational Needs and disability code of practice: 0 to 25 years, July 2014)

Informed, well planned and resourced Quality First Teaching therefore meets the needs of most pupils in our school, without additional intervention. However, If a student receives additional intervention or support either in class or in discrete provision to make better progress academically or socially, has an Education, Health and Care Plan or has a diagnosed Special Educational Need or Disability that requires a teacher to plan for their needs specifically within regular mainstream lessons, the student, and their required accommodations will be listed on our learning support register.

The SEND list is made available to all teaching staff. Whilst all pupils who have a diagnosed SEND are on the list in order to provide school staff with a consistent place to look for who needs support, not all the students on the SEND register have an Individual Education Plan (IEP) or appear on the Learning Support Register.

Teachers are provided with guidance that supports a wide range of needs (for example dyslexia, or hearing impairments, see appendices). This guidance offers strategies and advice to class teachers so that they can effectively support the pupils in their class and differentiate the curriculum effectively in order to ensure Quality First Teaching. It is only if a child/young person needs more support than what is in this guidance that they will move to the learning support register, and may have an IEP. The IEPs are made available to all teaching staff and it is the responsibility of the teaching staff to make use of them to inform their planning, teaching and report writing.

Students with Education, Health and Care Plans have their plans available for staff to read and their End Key Stage Outcomes are listed on their page of the Learning Support Register.

Not every child on the Learning Support Register will have a diagnosed SEN or disability as the Learning Support Register includes any child accessing any support or intervention that is above and beyond our usual classroom teaching.

4.3 Managing the SEND list and Learning Support Register

The SENDCO at John Ruskin School is responsible for maintaining the SEND list and Learning Support Register. The full documents are reviewed at least termly, although individual pupil sections are updated as required. The maintenance undertaken checks that;

- diagnosed special educational needs or disabilities are recorded correctly
- suspected needs are recorded correctly
- that the list of students with IEPs is correct.

Individual pupil sections within the SEND list and Learning Support Register may be updated with;

- changes/additions to special educational need or disability
- changes to suspected needs
- changes to IEPs
- addition of an IEP - which would also result in the child/young person having a detailed section within the SEND Register.
- removal of IEP - which would also result in the child/young person's detailed section being removed.
- A child/young person commencing an intervention would result in them joining the Learning Support Register.

- A child/young person finishing an intervention could result in them leaving the Learning Support Register or changing intervention.

Provision that a student receives that is above and beyond that of what is given to other students of similar age and stage (including, but not limited to 1:1 support, group support, subject specific intervention work or work with educational psychologists or other paraprofessionals) is also detailed on the child/young person's section of the SEND List and/or Learning Support Register.

If, once additional provisions are in place, and following a period of assess, plan, do, review on those provisions, a child/young person continues to struggle to make progress in most cases we request support from paraprofessionals through the Early Help Assessment process. This process is completed in conjunction with the child/young person and their family.

In some cases, where there is evidence in school of need that is far greater even than that of other young people with similar SEN or disabilities, the SENDCO will work with the parents/carers to pursue a statutory assessment for an EHCP. If the needs present outside of school, the SENDCO will support the parents in making their own application by providing all information as requested.

5 Exiting the SEND List and Learning Support Register

The provision listed on the Learning Support Register that pupils receive to improve their progress continues until that time that a student either closes the gap with their peers or needs a different intervention to meet their needs as additional or different support required become apparent. If a student stops receiving intervention and does not have a diagnosed Special Educational Need or Disability, they will be removed from the Learning Support Register. Parents and carers will receive official notice of their children moving on to or off the Learning Support Register in writing and will be invited into school to discuss the needs of their child and the provision of support as appropriate.

5.1 Children with diagnosed SEN/disabilities.

Children/Young people with diagnosed SEN/disabilities remain on the SEND list for their time at John Ruskin School. This simply states their name, year group, diagnosed need(s) and directs school staff to generic advice for supporting students with these needs. This ensures that all of the information that teachers and support staff need is in one place.

5.2 Children with diagnosed SEN/disabilities and an IEP.

Children/young people with diagnosed SEN/disabilities where the specific or additional support they required previously is no longer needed, and who therefore no longer have an IEP, will have their student specific section of the Learning Support Register removed. However, they will still be on the SEND list.

5.3 Children with no diagnosed SEN/disabilities.

Children/Young people with no diagnosed SEN/disabilities who no longer need the additional support they have required previously will be removed from the Learning Support Register.

6 Supporting students and families

6.1 The Local Offer

Westmorland and Furness Council provide support and guidance for families that have children with SEN or disabilities through the Local Offer, which can be accessed [here](#).

6.2 The SEND information report

John Ruskin School produce a yearly SEN Information Report, as is a statutory requirement (Regulation 51, Part 3, section 69(3)(a) of the Act) which can be found [here](#).

6.3 Other support agencies

Other agencies that can support children and families locally include;

[Action for children](#)

[Westmorland and Furness Council](#)

6.4 admissions

The Governing Body has agreed with the LA admissions criteria which do not discriminate against students with additional learning needs. The admissions policy has due regard for the guidance in the Code of Practice.

Our admissions criteria can be found [here](#).

6.5 Access to examinations

Information about how we support students with SEND to access their GCSE examinations and other assessments can be found [here](#).

6.6 Transition

The SENDCo / learning support manager liaises with the SENDCos of our feeder primary schools to ensure that effective arrangements are in place to support students at the time of transfer. This usually takes place in the summer term for Year 6 students or sooner if necessary. For a few students with EHCPs this liaison may begin as early as Year 5.

If a student has an EHCP the SENDCo would expect to be invited to the transitional review when the student is either in Year 5 or Year 6. At this point the desire/necessity of enhanced transition will be discussed.

When students move to another school their records are transferred within 15 days of ceasing to be registered at John_Ruskin_School.

When a pupil with SEND joins John Ruskin School outside of Year Seven, the SENDCO liaises with previous school(s) to gain as much information as possible about a child/young person's needs as possible. If appropriate, they may start with a partial timetable to support their transition.

7 Supporting students at school with medical conditions.

7.1 Recognition

John Ruskin School recognises that pupils at school with medical conditions should be properly supported so that they 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.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

7.2 Support

The arrangements in place in school to support pupils at school with medical conditions can be found within the school's policy for supporting pupils with medical conditions

8 Monitoring and Evaluation of SEND

8.1 The quality of provision

Teachers' lessons are regularly observed by their line managers to ensure that their planning meets the needs of all learners. Part of this is making sure that the needs of students with SEND are specifically planned for. Where gaps are identified, the SENDCO may be asked to offer training or guidance to address issues.

Teaching Assistants are observed working 1:1 with students, in small groups or in a whole class by the SENDCO/Learning Support Manager so that provision can be quality assured and training provided where needed.

The SENDCO is line managed by the Headteacher who ensures that provision matches expectations.

8.2 Methods of evaluation

Students with SEND are routinely included in all student voice panels so that they have the chance to make their own experiences and feelings clear.

Data for students with SEND a particular focus during data capture and analysis.

8.3 the role of the school governors

The Governing Body does its best to secure the necessary provision for any student identified as having additional learning needs. The governors ensure all teachers are fully aware of their responsibility towards students with additional learning needs. They consult the LA and other schools, when appropriate, and report annually on the success of the school's policy for provision for students with additional learning needs through the analysis of GCSE results.

9 Training and Resources

9.1 Funding

Support for students with special educational needs is drawn from the central school budget, the notional SEND funding and through Local Authority higher needs funding for students with EHCPs.

The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within school, including the provision for students with EHCPs.

The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The headteacher the SENDCo, and the Learning Support Manager meet at least termly to agree how to use funds, including those directly related to EHCPs.

The effectiveness of the resources for additional needs will be monitored as part of the on-going process of self-evaluation in school.

9.2 Staff training

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENDCO regularly attends the local SENDCO network meetings in order to keep up to date with local and national updates in SEND.

10 Roles and Responsibilities

10.1 SENDCO

Mrs Caitrin Pursell the Special Educational Needs Co-ordinator (SENDCo) is responsible for coordinating the learning support policy. The main duties of this role are:-

- Overseeing the day-to-day operation of the school's learning support policy
- Liaising with and advising teachers
- Coordinating provision for students with special learning needs
- Overseeing the records on all students with special learning needs
- Liaising with parents of students with special learning needs
- Contributing to the in-service training of staff
- Liaising with external agencies including the Local Authority's LA support and educational psychology services, Inspira PA, health and social services and voluntary bodies.
- Review and write IEPs for KS4/KS3 students

10.2 Teaching Assistants

Mrs Wendy Whiteley the Learning Support Manager will:

- Oversee the day-to-day running of the learning support department
- Oversee the appropriate deployment of teaching assistants
- contribute to liaising with teachers
- contribute to liaising with external agencies and parents of students with additional needs

10.3 Pupil Premium

Mrs Rebecca Gaskell the Pupil Premium advocate will:

- Contribute to liaising with and advising teachers
- Contribute to liaising with external agencies and parents of students with additional needs

10.4 Exams Access Arrangements

Mrs Sarah Hodgson the Exam Access Arrangements co-ordinator will

- Assess students for special examination access arrangements
- Liaise with parents regarding special access arrangements
- Co-ordinate with the examinations officer to arrange appropriate support for students who qualify for support
- Inform staff of students who qualify and how they are supported during exams

10.5 Safeguarding

The designated Safeguarding Lead is Miss Julie Flanagan, the deputy is Mrs Caitrin Pursell. Other staff trained in safeguarding are Miss Carolyn Metcalfe and Mr Peter Blackburn.

10.5 The Governing Body

The Governing Body does its best to secure the necessary provision for any student identified as having additional learning needs. The governors ensure all teachers are fully aware of their responsibility towards students with additional learning needs. They consult the LA and other schools, when appropriate, and report annually on the success of the school's policy for provision for students with additional learning needs through the analysis of GCSE results.

The link governor for SEND is Mrs Joyce Hallam.

11 Storing and managing information.

11.1 Both physical and electronic documents relating to children and young people are stored and shared in line with federation [policies](#).

12 Reviewing the SEND policy

12.1 This policy is to be reviewed annually.

13 Accessibility

13.1 The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.

The John Ruskin School accessibility plan can be found [here](#).

13.2 At John Ruskin School, we have a commitment to equal opportunities for all members of the school community and our Accessibility Plan outlines our intention to remove barriers for disabled students and to:

- increase the extent to which disabled students can participate in the different areas of the national curriculum, increase access to extra-curricular activities and the wider school curriculum;
- improve the physical environment of school to enable disabled students to take better advantage of education, benefits, facilities and services provided;
- and improve the availability of accessible information to disabled students.

14 Complaints procedures

14.1 The school's complaint procedures are set out on the school [website](#) or is available on request, from the school office. In the first instance, if a parent is unhappy with a situation then they should contact the form tutor or the SENDCO. It is expected that most complaints will be resolved at this point.

14.2 Under the SEN and Disability code of practice 2015 parents can request the services of an independent disagreement resolution. The SENDCo will provide more information about this upon request.

15 Bullying

15.1 John Ruskin School is an exceptionally inclusive environment for a very diverse range of children and young people. Our students, and parents, recognise that Bullying is very rare in our school, and that when it does occur, it is dealt with swiftly (Ofsted, 2019). In order to encourage the inclusivity of our school we have vertical tutor groups, invite guest speakers in to talk about their own lives with disabilities and champion the British Values of tolerance and understanding.

15.2 John Ruskin School's general behaviour policy, can be found [here](#). Our Child on Child Abuse policy (including bullying) can be found [here](#).

15.3 Specific information regarding responding to the behaviour of students with SEND can be found in section 4 of the behavior policy.

16 Appendices

16.1 Policies

John Ruskin School policy documents linked to in this SEND policy

[Accessibility](#)

[Admissions](#)

[Behaviour](#)

[Child on Child Abuse](#)

[Complaints](#)

[Data Protection](#)

[Exams Access](#)

[SEND report 2023](#)

16.2 Contacts

The following members of staff can be contacted directly on the school telephone number (015394 41306) or via admin@jrs.org.uk

Headteacher - Mr Peter Blackburn

SENDCO - Mrs Caitrin Pursell

Learning Support Manager - Mrs Wendy Whitely

Pupil Premium Advocate - Mrs Rebecca Gaskell

Exams access assessor - Mrs Sarah Hodgson

SEND Link governor and Chair of Governors - Mrs Joyce Hallam

16.3 Example SEN/disability Advice for teaching/support staff

Dyslexia/Literacy

- Allow students to 'pre-learn' key words where possible /give out key words lists at the beginning of a topic
- Identify set place for the student to sit where distractions will be minimised and peers will be tolerant
- Provide an overview of the lesson to enable the student see the 'big picture'
- Allow extra time for student to process information before answering question in class
- Use coloured paper for handouts
- Encourage the student to use the 'dictionary' in their planner or encourage them to make a personal subject dictionary
- Intersperse 'listening' times with 'seeing and doing' activities
- Use a variety of different learning methods, for example, speaking out loud, writing on cards or talking about a topic with a friend
- Use the ridiculous/humour to help the student remember

- Encouraging the use of personal checklists to remind the student of equipment needed for specific tasks, for example, playing netball
- Label equipment to help with spelling and display key words in the classroom
- Make sure worksheets are written simply, in large print with clear spacing
- Provide 'scaffolding' for longer/complex pieces of work
- Hand out revision sheets with a list of what needs to be revised and a time structure to follow
- Remind the learner of the best methods of active revision
- Encourage the student to invent mnemonics, rhymes, acronyms or word associations – use coloured pens
- Use netbooks where possible especially when re-drafting
- Print information from the white board rather than ask the student to copy it
- Use multi-sensory teaching methods
- Consider the students' learning style (BDA dyslexia friendly schools)

Deaf/Hearing Impaired Students:

Teaching

- use audiological equipment
- minimise noise from fans, projectors etc
- allow time for language processing and response, consider pace and use of visual supports
- check understanding
- repeat other students' contributions
- repeat and rephrase
- regularly revisit new language and vocabulary

- teach the language of learning
- modify your language - repeat, rephrase, explain, simplify, clarify

Conversation

- two way turn talking and wait time
- not just questions and answers
- allow topic to drift, driven by the student and less adult directed

Face Watching

- face the student when speaking not the whiteboard
- keep regular eye contact
- keep your hands away from your face
- use normal lip patterns
- don't walk around when talking
- seat student appropriately (usually to the front at the side)
- don't stand with the projector shining on your face
- stand away from the window

Normal classroom voice

- use your normal teaching voice, shouting distorts sound and lip patterns and can hurt

Inclusion in Lessons

- for music lessons see:

- <http://www.ndcs.org.uk/me2/are> you an organisation/arts/music.html#contentblock1
- for dictation, mental maths or MFL use live speaker in all situations
- for video and YouTube clips subtitles, deliver in short segments of 3 to 5 minutes, discuss each segment and provide summaries

Supporting Higher Level Language Development

- focussed teaching of subject specific vocabulary
- teach alternative words i.e. synonyms, words with more than one meaning and homophones
- use Google images, photographs, mind mapping, visual dictionaries
- teach age appropriate social language, idioms, humour, slang and sarcasm
- teach the meaning of non literal language eg inference, body language, emotions.