



## Special Educational Needs and Disabilities Policy

**This policy, which applies to the whole School including EYFS, is publicly available on the School website and on request; a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office. All employees should read this policy in conjunction with our Curriculum, Teaching and Learning Policy, Safeguarding, Child Protection and Single Equality Policies, English as an Additional Language and Able, Gifted and Talented Policy.**

**At Riddlesworth Hall School the term 'staff', in the context of safeguarding, is inclusive of all staff and is also inclusive of students on placement, contractors, agency staff, volunteers, Head and Advisory Board.**

### Monitoring and Review:

This policy will be subject to continuous monitoring, refinement and audit by the Head. The Head undertakes an annual review of this policy and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Signed: Mr J Forster

January 2023

Review: January 2024

### Rationale

This policy is written in accordance with the Fundamental Principles of the 2015 SEND Code of Practice

- A child with special educational needs should have their needs met.
- The special educational needs of children will normally be met in mainstream schools or settings
- The views of the child should be sought and taken into account.
- Parents have a vital role to play in supporting their child's education.
- Children with special educational needs should be offered full access to a broad, balanced and relevant education.

This SEND policy, along with support documents, provides parents/guardians/carers with a comprehensive breakdown of processes and support available to ensure educational progress and overall well-being of all students within our School. All teachers are teachers of students with special educational needs. In line with government and local authority policy on inclusion, we welcome into School students with both high and low priority needs and strive to expand our expertise in meeting a comprehensive range of needs.

### Definition of special educational needs

Under section 20 of the Children and Families Act 2014, children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. Students have a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of children of the same age;
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools; OR
- are under compulsory school age and are likely to fall within the definition above when of compulsory school age (or would so do if special educational provision was not made for them).

Children do not have a learning difficulty or disability, within the legal definition, solely because the language or form of language of their home is different from the language in which they will be taught.

### Special educational provision means

- for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in mainstream Schools in England;
- for children under two, educational provision of any kind.

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## Principles

### Improving outcomes: high aspirations and expectations for students with SEN at Riddlesworth Hall School

All students are entitled to an education that enables them to make progress so that they can:

- achieve their best;
- become confident individuals living fulfilling lives and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

The School aims to identify students with Special Educational Needs (SEN) at the earliest opportunity and offer appropriate provision. Riddlesworth Hall School seeks to offer students with Special Educational Needs full access to a broad and balanced curriculum. There is a whole School approach, which involves all staff, in understanding how children learn and supporting students with Special Educational Needs. All staff have a responsibility to differentiate lessons to cater for individual learning needs. Parents/guardians/carers and students will be involved fully in the process of the planning and delivery of support. It is the policy of Riddlesworth Hall School that students who have been accepted into the School will be offered appropriate support to enable them to access the curriculum effectively and fulfil their potential. We are an inclusive School, determined to meet the needs of all our students.

## Interpretation

As part of its commitments under articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities, the UK Government is committed to inclusive education of disabled children and young people and the progressive removal of barriers to learning and participation in mainstream education. The Children and Families Act 2014 secures the general presumption in law of mainstream education in relation to decisions about where children and young people with SEN will be educated and the Equality Act 2010 provides protection from discrimination for disabled people. Independent Schools are required to follow the *Special educational needs and disability code of practice: 0 to 25 years: Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities (DfE and Department for Health: 2015)*. A student has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer students will require such support. Within the context of the students who might require additional support at Riddlesworth Hall School include students with:

- specific learning differences e.g. dyslexia, dyspraxia;
- gifted and talented abilities;
- hearing and/or visual impairment and/or
- specific physical and medical conditions.
- Attention Deficit Hyperactivity Disorder (ADHD)
- Obsessive Compulsive Disorder (OCD)
- Autism
- Dyslexia
- Asperger's Disorder
- Eating Disorders
- Communication / Speech and Language difficulties

This gives an overview of the range of needs that will be planned for. The purpose of identification is to work out what action we will need to take, and crucially not to fit a student into a category. In practice we recognise individual children or young people often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements. A detailed assessment of need will ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual will always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software. Riddlesworth Hall School regularly reviews and evaluates the quality and breadth of the support we can offer or can access for students with SEN or disabilities. We also consider our duties, as they apply to us as an independent School, under The Equality Act 2010. We give careful consideration in advance to what disabled students we can accommodate in our independent School. School leaders will regularly review how expertise and resources used to address SEN can be used to build the quality of whole-School provision as part of their approach to School improvement.

## Equality Act 2010

Riddlesworth Hall School has a duty under the Equality Act 2010 towards individual disabled children and young people. We will make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. We give prior thought to what disabled children and young people might require and

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what adjustments might need to be made to prevent that disadvantage. Riddlesworth Hall School has a duty to prevent discrimination, to promote equality of opportunity and to foster good relations.

### **Aims and Objectives**

Riddlesworth Hall School's Special Educational Needs policy provides a framework for the provision of teaching and support for students with learning difficulties. The framework refers to entitlement, access and partnership. Although we aim to make provision for identified Special Educational Needs, it may not always be possible to do so within the School's resources. In such cases the Head and the student's parents would be informed. Where a concern has been raised, any special needs or disabilities will be identified at the earliest possible opportunity. The assessment process will involve partnership with all those concerned with the student, including parents/guardians/carers, teachers and other professionals. The student's views will also be sought. The aims of this policy are to:

- create an environment that meets the special educational needs of each student and provides independence;
- ensure that the special educational needs of students are identified, assessed and provided for;
- make clear the expectations of all partners in the process;
- identify the roles and responsibilities of staff in providing for student's special educational needs and provide opportunities for staff development
- provide appropriate levels of Staff to support in the classroom for identified students;
- enable all students to have full access to all elements of the School curriculum and give them support for exams;
- ensure that parents are able to play their part in supporting their student's education;
- ensure that our students have a voice in this process;
- fulfil statutory requirements in administering the correct procedures for students with Education and Health Care Plans and provide a 'safe environment' for students in crisis and plan for smooth transition between Key Stages and to future schools.

In order to meet these aims, our objectives are to:

- ensure students with learning needs are identified as early as possible by organising, monitoring and reviewing assessments for individual diagnostic purposes so that information can be used to inform teaching;
- assess the student to identify specific areas of difficulty;
- ensure all staff are aware of the student's needs and are able to meet those needs within the School setting;
- ensure students' records (in the SEND list) include information relating to their individual needs, interventions and outcomes;
- assist staff in modifying curriculum to meet the student's needs within the classroom and provide training programmes when required;
- ensure that no student with learning needs or disability is discriminated against on the basis of his/her disability;
- work in partnership with parents/guardians/carers and the students themselves in providing appropriate support and advice.

### **Admission Arrangements**

If a student has already been identified as having learning needs, relevant reports should be brought to the family interview. If necessary the SEN Co or a member of the SEND team will meet the student and talk to parents. Students are admitted to the School at the discretion of the Head. Students with additional needs will be admitted if the School can offer appropriate support. However, every effort will be made to accommodate a student with Learning Needs.

### **Special Educational Needs and Disabilities Co-ordinator (SENDCo) *Also please refer to the SENDCo job description.***

The SENDCo:

- provides professional guidance to colleagues and will work closely with staff, parents and other agencies
- will be aware of the provision offered to students and be able to work with professionals providing a support role to families to ensure that students with SEND receive appropriate support and high quality teaching.
- designs and monitors the personal learning plans;
- oversees the records for all students with special educational needs;
- maintains the School's SEND list;
- liaises with and advises fellow staff and parents of students with special educational needs;
- works with external agencies, professionals and specialist tutors as appropriate;
- monitors Individual Educational Plans, as and when required;
- supports staff in developing strategies to meet effectively the learning needs of all students at Riddlesworth Hall School;
- Provides high quality training for teachers and support staff to foster students' well-being.

### **Strategy**

In practical situations at Riddlesworth Hall School, we do what is necessary to enable children and young people to develop, learn, participate and achieve the best possible outcomes. Riddlesworth Hall School recognises emerging difficulties arising with young people and respond promptly. We understand parents know their children best and we place great importance

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when parents express concerns about their child's development. We listen to and address any concerns raised by children themselves.

The model of action and intervention in Riddlesworth Hall School, is a graduated approach to help children who have Special Educational Needs. Our approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought in. We are following the current guidance by using this graduated approach (which has replaced School Action and School Action Plus) to identify and support our students with Special Educational Needs. At Riddlesworth Hall School, the graduated approach is led and co-ordinated by the SENDCo. Where we identify a child as having SEN, we take action to remove barriers to learning and put effective special educational provision in place. The support provided takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs. This is known as the graduated approach. It draws upon more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people. Where a child who has an Education, Health and Care (EHC) Plan joins Riddlesworth Hall School, we will always consult with parents and, where appropriate, the Local Authority to ensure that the required curriculum is provided for as set out in the Education, Health and Care (EHC) Plan, including the full National Curriculum if this is specified. We will also co-operate with the Local Authority to ensure that relevant reviews, including the annual review, are carried out as required by regulation and best practice. The School will make reasonable adjustments to meet the needs of children with an EHC Plan. Any additional services that are needed to meet the requirements of the EHC Plan or additional services such as dyslexic tuition will be subject to charge. This will be either directly to the parents, or the Local Authority if they are responsible for the fees and Riddlesworth Hall School is named in the Education, Health and Care (EHC) Plan.

We have a focus on inclusive practice and removing barriers to learning, therefore special educational provision in Riddlesworth Hall School is underpinned by high quality teaching which is differentiated and personalised, and is compromised by anything less. It is our aim to know precisely where students with SEN are in their learning and development. We:

- ensure decisions are informed by the insights of parents and those of children themselves;
- have high ambitions and set stretching targets for them;
- track their progress towards these goals;
- keep under review the additional or different provision that is made for them;
- promote positive outcomes in the wider areas of personal and social development, and
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from specialist staff. Additional intervention and support cannot compensate for a lack of good quality teaching. Riddlesworth Hall School will regularly and carefully review the quality of teaching for all of our students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered.

Riddlesworth Hall School address the SEN of the students that we support. Riddlesworth Hall School must:

- use our best endeavours to make sure that a child with SEN gets the support they need – this means doing everything Riddlesworth Hall School can to meet children and young people's SEN;
- ensure that children and young people with SEN engage in the activities of Riddlesworth Hall School alongside students who do not have SEN;
- designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENDCo;
- inform parents when the School is making special educational provision for a child and
- prepare an SEN information report and our arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others in Riddlesworth Hall School, the facilities provided to enable access to Riddlesworth Hall School for disabled children and our accessibility plan showing how we plan to improve access progressively over time.

### **Use of data and record keeping**

Riddlesworth Hall School has developed its own approach to record keeping in line with the requirements of the Data Protection Act 1998. The provision made for students with SEN will be recorded accurately and kept up to date. As part of any inspection, ISI will expect to see evidence of student progress, a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEN support provided. Riddlesworth Hall School will particularly record details of additional or different provision made under SEN support. This will form part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps. They will ensure that they have accurate information to evidence the SEN support that has been provided over the student's time in the School, as well as its impact. We use our information system to monitor the progress and development of all students. Details of SEN, outcomes, teaching strategies and the involvement of specialists will be recorded as part of this overall approach. Riddlesworth Hall School will readily share this information with parents. It will be provided in a format that is accessible (for example, a note setting out the areas

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of discussion following a regular SEN support meeting or tracking data showing the student's progress together with highlighted sections of a provision map that enables parents to see the support that has been provided).

### **Identification and Assessment**

We have developed a clear approach to identifying and responding to SEN. We recognise the benefits of early identification, identifying need at the earliest point, and then making effective provision, improves long-term outcomes for children.

The identification of students with special educational needs and disabilities can be:

- on entry to the School, when specific needs are identified and recorded as part of the entrance/transition process;
- by staff recognition of a student whom they perceive as having difficulties or specific needs in their particular curriculum area;
- by staff referring a student who is experiencing emotional/social/behavioural problems;
- through discussion with external professionals such as doctors, counsellors, therapists and also
- through concern expressed by parents (recorded on the parental meeting record form).
- Through concern expressed by the pupil.

Additionally, the School uses a variety of methods of screening and assessment including:

- liaison with feeder schools;
- student performance judged against National Curriculum Tests/level descriptors;
- teacher observation/assessment;
- Cognitive Ability Testing (CAT4) and/or other standardised screening or assessment tools.

In deciding whether to make special educational provision, the teacher and School SENDCo will consider all of the information gathered from within Riddlesworth Hall School about the student's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, Riddlesworth Hall School will have arrangements in place to draw on more specialised assessments from external agencies and professionals.

Initial information gathering where a child has been identified with SEND will include an early discussion with the student and their parents. These early discussions with parents will be structured in such a way that they develop a good understanding of the student's areas of strength and difficulty, background information, the parents' concerns, the agreed outcomes sought for the child and the next steps. A short note of these early discussions will be added to the student's record on Riddlesworth Hall School information system and given to the parents. Furthermore we will also tell parents and young people about the local authority's information, advice and support service. Consideration of whether special educational provision is required will start with the desired outcomes, including the expected progress and attainment and the views and wishes of the student and their parents. This will then help determine the support that is needed and whether it can be provided by Riddlesworth Hall School or whether something different or additional is required. Where in-School support is provided, a clear date for reviewing progress will be set and the parent, student and teaching staff will each be clear about how they will help the student attain the expected outcomes. The overriding purpose of this early action is to help the student achieve the identified outcomes and remove any barriers to learning. Where it is decided that a student does have SEN, the decision will be recorded in Riddlesworth Hall School records and the student's parents must be formally informed that special educational provision is being made.

The identification of SEN will be built into the overall approach to monitoring the progress and development of all students. The quality of teaching for students with SEN, and the progress made by students, will be a core part of Riddlesworth Hall School's performance management arrangements and its approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENDCo, will identify any patterns in the identification of SEN, both within Riddlesworth Hall School and in comparison with national data, and use these to reflect on and reinforce the quality of teaching. The National Curriculum Inclusion Statement states that teachers will set high expectations for every student, whatever their prior attainment. Teachers at Riddlesworth Hall School will use appropriate assessment to set targets which are deliberately ambitious. At the same time, we will consider evidence that a student may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them. Class and subject teachers, supported by the senior management team, will make regular assessments of progress for all students.

It can include progress in areas other than attainment – for instance where a student needs to make additional progress with wider development or social needs in order to make a successful transition to adult life. The first response to such progress will be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENDCo, will assess whether the child has SEN. While informally gathering evidence (including the views of the student and their parents) Riddlesworth Hall School will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The student's response to such support can help identify their particular needs. For some children, SEN can be easily identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with children and young people will be alert to emerging difficulties and respond early. In particular, parents know their children best we place great

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importance when parents express concerns about their child's development. Additionally we will also listen to and address any concerns raised by children and young people themselves.

### **Statutory Assessment Procedures**

The Learning Support Department follows the guidance of the revised SEN Code of Practice 2015 and the Local Authority guidelines on requesting, monitoring and reviewing Education and Health Care Plans. At Riddlesworth Hall School students with an Education and Health Care Plan are overseen by the SENDCo. This person has responsibility to:

- ensure the requirements of the Education and Health Care plan are fulfilled;
- advise School staff about appropriate strategies;
- devise, monitor, and review any individualised strategies and interventions;
- liaise with parents/guardians/carers and outside agencies as appropriate and
- chair annual reviews.
- liaise regularly with the student

Riddlesworth Hall School will always be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but it can have an impact on well-being and sometimes this can be severe. Riddlesworth Hall School will ensure that we make appropriate provision for a child's short-term needs in order to prevent problems escalating. Where there are long-lasting difficulties Riddlesworth Hall School shall consider whether the child might have SEN. Whilst slow progress and low attainment do not necessarily mean that a child has SEN and will not automatically lead to a student being recorded as having SEN, they may be an indicator of a range of learning difficulties or disabilities. Equally, Riddlesworth Hall School will not assume that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

### **English as an Additional Language and Speech and Language Difficulties**

Identifying and assessing SEN for students whose first language is not English requires particular care. Riddlesworth Hall School will look carefully at all aspects of a student's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. However difficulties related solely to limitations in English as an additional language are not classed as SEN. When reviewing and managing special educational provision the broad areas of need and support Riddlesworth Hall School will review how well-equipped we are to provide support across these areas.

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Our approach is to:**

#### **Plan**

When Riddlesworth Hall School has decided to provide a student with SEN support, we will then formally update our SEND register and notify parents, although parents will have already been involved in forming the assessment of needs as outlined above. The teacher and the SENDCo will agree in consultation with the parent and the student the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will also be recorded on Riddlesworth Hall School's information system.

#### **Do**

The class or subject teacher will remain responsible for working with the child on a daily basis. The School SENDCo will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support. Within the graduated approach a programme of intervention and support will be implemented. If this does not enable the child to make satisfactory progress, the SENDCo seeks advice from external agencies, which may include an educational psychologist report. Teachers are responsible for tracking each student's progress in Literacy and/or Numeracy throughout their time at Riddlesworth Hall School.

#### **Review**

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The effectiveness of the support and interventions and their impact on the student's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the student and their parents. This will feed back into the analysis of the student's needs. Parents will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps. Where a student has an EHC plan, the local authority must review that plan as a minimum every twelve months.

### **Involving Specialists**

Where a student continues to make less than expected progress, despite evidence-based support and interventions that are matched to the student's area of need, we will consider involving specialists, including those secured by Riddlesworth Hall School itself or from outside agencies. Riddlesworth Hall School may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. The student's parents will always be involved and consulted in any decision to involve specialists. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support. Where our assessments have indicated that support from specialist services is required, it is important that children and young people receive it as quickly as possible. The Local Offer will set out clearly what support is available from different services and how it may be accessed.

### **Provision mapping**

Each term a provision map showing the provision of support currently available within the School is drawn up. Interventions are written up for any additional provision that takes place within the year group. These outline details of the provision that is currently taking place. Teachers monitor the student's progress and make note of any improvements that can be made or whether the provision should or is necessary to continue. Children have personal targets they are working towards. These are written and reviewed termly (or more regularly if required) in collaboration with the students. Targets are regularly discussed with the child who is encouraged to participate in decision making, at an appropriate level about future options. Parents are also encouraged to participate in decision making, at an appropriate level about future options. Parent(s) should try to attend any meeting called by the School to review the targets, which could be at Parents' Evenings with the SENDCo. Generally, such targets focus on three or four key points and information on how these targets will be worked on and with whom.

Provision maps are an efficient way of showing all the provision that the School makes which is additional to and different from that which is offered through Riddlesworth Hall School's curriculum. The use of provision maps help our SENDCo to maintain an overview of the programmes and interventions used with different groups of students and provide a basis for monitoring the levels of intervention. Provision management can be used strategically to develop special educational provision to match the assessed needs of students across the School, and to evaluate the impact of that provision on student progress. Used in this way provision management can also contribute to School improvement by identifying particular patterns of need and potential areas of development for teaching staff. It can help Riddlesworth Hall School to develop the use of interventions that are effective and to remove those that are less so. It can support us to improve our core offer for all students as the most effective approaches are adopted more widely across the School.

### **Timetabling**

The amount and type of support offered to a student is dependent on need. Riddlesworth Hall School believes that students will not be withdrawn from lessons unless it is necessary to do so. Riddlesworth Hall School believes that students with additional needs should spend as much time as possible in the classroom with the most effective teachers and that removal from class should be avoided wherever possible. We believe that all subjects are important to the student's development and that every student is entitled to a broad and balanced curriculum. Therefore, timetabled lessons should not be sacrificed for support unless entirely necessary. When a student needs to be withdrawn for learning support, every effort is made to ensure that a student does not miss core curriculum subjects. Their individual strengths are also taken into account in addition to the advice of staff members and parental requests.

### **Able Students**

Provision for our students falling within the categories of Gifted and/or Talented will also be made, overseen by the Academic Deputy Head. Their needs and abilities are individually profiled, and they are catered for both within the classroom, and with an array of additional enrichment opportunities. For further information, please refer to the Gifted and Talented Policy.

### **Emotional and Behavioural Difficulties**

Riddlesworth Hall School caters for students with mild emotional and behavioural difficulties primarily through effective pastoral care. The School also provides additional support through a designated School counsellor, if needed.

### **Support for all students in Riddlesworth Hall School**

Any student is welcome to visit the Learning Support room whether or not they receive special provision. They are welcome to discuss any learning difficulties they may have with a member of the SEND team.

## **Access to the Curriculum**

All students have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities and
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet student's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning. If we have students on role who require an Individual Education Plan, which employ a small-steps approach, the School will break down the existing levels of attainment into finely graded steps and targets, we ensure that students experience success. We support students in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. We regularly give the students opportunity to work in small groups or in a one-to-one situation within the classroom.

## **Partnership with parents**

Riddlesworth Hall School works closely with parents in the support of those students with special educational needs or disabilities. We encourage an active partnership through an on-going dialogue with parents. Parents have much to contribute to our support for students with special educational needs and we value their expertise and understanding of their child. Teachers provide detailed, personalised feedback on the progress of students with special education needs to parents at Parents' Evenings and through reporting, and will communicate more frequently as the need arises, for example through telephone calls or specially-arranged meetings. We inform the parents of any intervention, and we share the process of decision-making by providing clear information relating to the education of students with special educational needs. Where a student is receiving SEN support, we will talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the student and Riddlesworth Hall School. These discussions can build confidence in the actions being taken by the School, but they can also strengthen the impact of SEN support by increasing parental engagement in the approaches and teaching strategies that are being used.

Finally, they can provide essential information on the impact of SEN support outside School and any changes in the student's needs. These discussions will be led by a teacher with good knowledge and understanding of the student who is aware of their needs and attainment. This will usually be the Form Teacher, supported by the School SENDCo. It will provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the student. Conducting these discussions effectively involves a considerable amount of skill. As with other aspects of good teaching for students with SEN, Riddlesworth Hall School will ensure that teaching staff are supported to manage these conversations as part of professional development. These discussions will need to allow sufficient time to explore the parents' views and to plan effectively. The views of the student will be included in these discussions. This could be through involving the student in all or part of the discussion itself, or gathering their views as part of the preparation. A record of the outcomes, action and support agreed through the discussion will be kept and shared with all the appropriate School staff. This record will be given to the student's parents. The School's management information system will be updated as appropriate.

## **Student participation**

In Riddlesworth Hall School we encourage students to take responsibility and to make decisions. This is part of the culture of Riddlesworth Hall School and relates to students of all ages. Students who receive additional learning support are involved at an appropriate level in setting and reviewing specific targets for the subjects they are focusing on in their private sessions. In addition, students with an EHC Plan are involved in setting targets in their IEPs and in the termly IEP review meetings. Students are encouraged to make judgements about their own performance against their targets. We recognise success here as we do in any other aspect of School life and we value student and parent feedback in informing new targets

## **Monitoring and evaluation**

The SENDCo takes the lead in drawing up Individual Educational Plans (IEPs) for EHC plan students where required. The SENDCo liaises with all subject teachers of these students, and incorporates their comments and suggestions within the stated targets and support strategies. The SEND team hold meetings to review the work of the School in this area. The Head reviews this policy annually and considers any amendments in the light of the annual review findings.

## **Staffing, Training and resources**

A range of teaching resources are used to enhance learning and memory. These include ICT facilities. For students who are entitled to additional in-class support from support staff, they are invited to meetings held with the SENDCo and the support staff to ensure targeted, personalised support. All staff who work alongside our students in a teaching capacity receive appropriate training and are trained in new Guidelines and Statutory arrangements.

## **Complaints**

Parents are encouraged to discuss any concerns with the student's Form teacher, SENDCo, or the Head.

## **Disability Discrimination Act**

*Riddlesworth Hall School is committed to safeguarding and promoting the welfare of our students and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential*



The whole raison d'être of Riddlesworth Hall School is to celebrate every Individual and to enable them to realise their potential. We would always consider admitting any student - no matter what accompanying disabilities they have providing we are confident that we are able to meet their special educational needs. In the light of the Disability Discrimination Act we have carefully considered what we might do to make our building more accessible to those who have a physical disability. Please refer to our Accessibility Plan and also our Single Equalities Policy.

**Legal Status:**

- Complies with Part 6, paragraph 24 (3) (b) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations 2014 in force from 5<sup>th</sup> January 2015
- Part 3 of the Children and Families Act 2014 and associated regulations including the Special Educational Needs and Disability Code of Practice: 0 to 25 years (DfE and Dept. of Health: January 2015).