



**RYDE SCHOOL
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SEND Policy

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Date of next review:	Summer Term 2024-25	
Owner(s):	PRM	
Approval body:	Head Master	
Intended audience:	Pupils, parents and staff	
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	Parent Portal	✓
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This policy should be read in conjunction with the [Special Educational Needs and Disabilities Code of Practice 2015 \(SEND Code 2015\)](#), [The Equality Act 2010](#), The Children and Families Act 2014 and EHRC guidance 'Reasonable adjustments for disabled pupils' . The SEND Code 2015 is not a legal requirement for independent schools but the School has referred to it in this policy as appropriate. This document is a statement of the policy for the teaching of children with special educational needs or disabilities at Ryde School. The policy should be read in conjunction with the Admissions Policy.

At Ryde School we support and value the abilities of all our pupils. It is our duty and privilege to provide equity for every child and young person in our care, and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life, as far as practicable. We are also committed to helping pupils with special educational needs and disabilities (SEND) develop as confident learners who can work independently, learning to manage and adapt rather than be disabled or disadvantaged by their situation.

This policy should be read in conjunction with the School's Admissions Policy, Equal Opportunities Policy and Accessibility Plan.

Guiding Principles of SEND at Ryde School

The SEND Policy is guided by the aims of Ryde School and its four values: Ambition, Courage, Respect and Responsibility.

Overseeing the whole school provision of support for SEND pupils is the School's Special Educational Needs and Disabilities Coordinator (SENDCO), Jackie Jones. Her contact details are sendco@rydeschool.net

Vision

Ryde School is an inclusive institution which is committed to providing equal opportunities for all. The School welcomes all students, including those with SEND, who meet the School's admissions criteria. The School recognises its duty to make reasonable adjustments for students with SEND. Through reasonable adjustments the School will encourage students with SEND to take full advantage of the opportunities school life offers.

Definition of special educational needs

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of children their age;
- have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools [• or early years providers];

The expression 'learning difficulty' covers a wide variety of conditions and may include those known as an autistic spectrum condition, dyslexia, dyspraxia, attention deficit (hyperactivity) disorder, semantic processing difficulty and learning problems which result from social, emotional or mental health difficulties. The expression may also include those who have problems with their eyesight or hearing.

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. The School's support for those children whose first language is not English is set out in the School's English as an Additional Language Policy.

Definition of disability

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010). Long term means that the impairment will have lasted or be likely to last for 12 months or more.

Not all pupils who have SEN are disabled and not all disabled pupils have SEN but understandably, there is overlap

Roles & Responsibilities

The SEND governor will: Help to raise awareness of SEND issues at governing board meetings and have an oversight of the strategic development of the SEND policy and provision across the whole school. They will liaise with the SENDCO to monitor the quality and effectiveness of SEND provision within the school and update the governing board on this as appropriate.

The Head will: With the support of the Deputy Head (Academic), work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school. They will also have overall responsibility for the provision and progress of learners with SEND and/or a disability.

Class teachers: Have a responsibility to be aware of any students in their classes with SEND and the ways in which they can provide support as well as make reasonable adjustments as identified for the individual.

The SENDCO: The SENDCO's responsibilities include:

- determining the strategic development of the SEND policy and provision in the School, together with the Head and governing body
- having overall day-to-day responsibility for the operation of the SEND policy
- coordinating specific provision for children with SEND, including those who have EHC plans
- ensuring all staff understand their responsibilities to children with SEN and the School's approach to identifying and meeting SEN
- ensuring that teachers are given any necessary information relating to a child's learning support needs and/or disabilities (if known) so that teaching practices are appropriate
- ensuring parental insights are considered by the School to support their child's SEND
- liaising with external professionals and agencies, as appropriate
- ensuring that the School keeps records of all pupils with SEN up to date.

Whole School Approach

The Learning Support Department works closely with all other departments across each section of the School. Information about all pupils is available on the Ryde School Academic Hub to aid effective communication of pupils' needs and provision. Pupils identified as having a Specific Learning Disorder either diagnosed by the School or Educational Psychologist are listed on the Learning Support register. Where deemed appropriate by the SENDCO

these students will have a Pupil Portrait which provides advice to teachers on how best to support the individual. Pupil Portraits are linked to the Learning Support register within the staff area on the School Portal. In this way every staff member has access to complete and up-to-date information about all pupils with SEND and their requirements, which will enable them to provide for the individual needs of these pupils within Quality First Teaching.

The SENDCO and Assistant Head of Learning Support meet regularly with the Head of Pre-Prep (inc. Nursery) who acts as a conduit for referrals from the Early Years Foundation Stage and KS1. Likewise, there are identical meetings with the Head of Prep, Assistant Head of Prep and Deputy Head (Academic) regarding KS2 and whole school respectively.

The SENDCO is a Head of Department and as such attends academic and pastoral meetings on a regular basis, and at such times, information about pupils is shared.

Learning Support Register

All students with an identified learning support need and/or disability are included within the School's Learning Support (LS) Register. Some pupils access Learning Support lessons or interventions for a short time as 'catch up' or to learn specific skills, whilst many pupils on the LS Register do not have a need beyond teacher support in the classroom. Any student with Exams Access Arrangements (EAA) are listed on the LS register to ensure they can access exams on a level playing field.

Pupils who have examinations access arrangements may be 'disabled' within the meaning of the Equality Act 2010. They may not have SEND as the access arrangements are providing equal access to the curriculum and examinations.

All pupils with an EHCP will be identified on the LS register.

Identification

The School's curriculum, plan and schemes of work take proper account of the needs of all pupils, including those with SEND. The School regularly reviews pupil progress to help monitor whether children are making expected progress. Slow progress and low attainment do not necessarily mean that a child has SEN (and should not automatically lead to a pupil being recorded as having SEN).

However, where the School reasonably considers that a pupil may have a learning difficulty, for example where there are early indications that a pupil is not making expected progress, the School will do all that is reasonable to report and consult with parents and the pupil (as appropriate) to help determine the action required including whether any additional support is needed, such as in-class support.

The School may request parents to obtain a formal assessment of their child (such as by an educational psychologist), the cost of which will usually be borne by the parents. Where parents wish to request a formal assessment from outside of school, they must ensure the School is given copies of all advice and reports received.

If there are significant emerging concerns, or identified SEN or disability, the School will take action to put appropriate special educational provision in place taking into account any advice from specialists. Parents should

be consulted and kept informed of any action taken to help their child, and of the outcome of this action. Due weight will also be given to a pupil's wishes (according to their age, maturity and capability).

Pupils requiring specialist provision that is 'additional to and/or different from that normally available to pupils of the same age' (SEND Code 2015) are identified as having needs across one or more of the following four areas:

- **Communication and Interaction:** This includes speech, language and communication needs (SLCN) and children with Autistic Spectrum Condition (ASC).
- **Cognition and Learning:** This includes pace of learning, where children learn at a slower pace than their peers, even with appropriate differentiation and Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.
- **Social, Emotional and Mental Health:** This includes becoming withdrawn or isolated, displaying challenging, disruptive or disturbing behaviour, and may reflect underlying mental health difficulties such as anxiety, depression, eating disorders or physical symptoms that are medically unexplained. It also included disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) or attachment disorder. 'Young Carers' are recorded on both the Learning Support Register and a pupil within this group may have an Individual Pastoral Plan (IPP).
- **Sensory and/or Physical Needs:** This includes vision, hearing and multi-sensory impairment, medical needs and/or physical disability.

Process

Following an initial identification, Ryde School operates the 4-stage graduated approach of 'assess, plan, do and review' (SEND Code 2015) when dealing with children who may have a learning difficulty. The School's system is as follows:

Assess: Once identified and permission has been sought from parents, pupils will undertake preliminary assessments. Part of this assessment process is information gathering from teaching staff as to performance in the classroom.

There is no additional charge for this information gathering process.

Following 'in house assessment', further full specialist assessments may be recommended from outside professionals such as ophthalmologist, speech and language therapist, occupational therapist and educational psychologists. Parents need to meet the costs of such assessments which go beyond what the School can provide.

Diagnostic assessments for the purposes of examination access arrangements are available for pupils from Year 9 onwards, for which there is an additional charge.

Plan: Following assessment, planning the most appropriate support is discussed with teachers, academic leads in the relevant section of the school, parents and the child.

Parent meetings are held along with relevant school staff to ensure that the parents are kept fully involved in planning the most appropriate form of support for their child. Where this involves a significant variation from the

standard programme of study it will be agreed in a meeting between the Head of School Section and parent(s) and recorded as an Individual Education Plan (IEP). The final IEP requires the approval of the Head of Pre-Prep/Head of Prep/Deputy Head (Academic).

Do: Details of the three levels of support (Waves 1 to 3) are as follows:

Wave One – Class and subject teachers provide quality first, differentiated teaching to ensure equity and are the first step to supporting children who have, and potentially might have, SEND. The class teacher responds to the School strategies identified as part of the Learning Support register which is created and maintained by the Learning Support Department for all pupils with an identified need.

Quality First Teaching, differentiated for individual pupils, is the first response to pupils with, or who may have, SEND.

“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people.” (Para 1.24 SEND Code of Practice 20154)

Wave Two – In or out of class small group intervention to enable pupils to develop the skills required for them to access the curriculum to their full potential.

Wave Three – Where appropriate, the SENDCO may recommend a child has one-to-one support. 1 to 1 or small group support provided by members of the Learning Support Team for a period of time. Any intervention is introduced in consultation with parents and is reviewed on a regular basis as defined within the SEND policy.

One to one/small group tuition from a trained teacher or support assistant. These lessons are in the form of 10 x 30 minute sessions each term. Pupils typically have a 30 minute session each week (10 lessons per term). Lessons are before school, lunchtime or after school, or pupils are withdrawn from lessons. In the Senior School, lessons are re-timetabled each term or organised on a carousel system to avoid a pupil always missing the same lesson. Similarly, in the Prep and Pre-Prep, lessons are arranged in liaison with the class /subject teacher where possible on a carousel of three or four lessons to avoid a pupil consistently missing one subject. Pupils are grouped according to need/focus. Some pupils are offered a short ‘block’ of five workshop lessons to focus specifically on, for example, spelling strategies, study skills and executive functioning. There is an additional charge for these Wave 3 lessons.

We encourage all pupils to become independent learners and provide the opportunity for them to learn how to make full use of assistive technology to support their learning need. In examinations, both internal and external, the School provides support as identified and agreed from an Exams Access Arrangements (EAA) assessment. Further, the School provides the opportunity for pupils to learn to touch type and use a word processor as their ‘normal way of working’ in the classroom and for preps for longer pieces of writing.

In Prep and Pre-Prep, some pupils benefit from having a Learning Support Assistant in class for some of their lessons (generally Maths and English). This is always considered to be a route towards independence, and we would expect all children to be working in the classroom independently by the time they reach Senior School. Classroom Learning Support would be gradually reduced as the pupil grows up through the school and we would expect support to be minimal in Year Six.

We encourage all pupils to leave Ryde School with the tools to help them access life. In the classroom and in examinations we aim to provide pupils with strategies and tools to assist them with this.

Review: Where a student has a Pupil Portrait, these are reviewed annually for pupils on the LS Register that require specific intervention.

Individual pupils may be reviewed more frequently according to need in liaison with Heads of Pre-Prep/Prep/teaching staff /Heads of Year/tutors/ Deputy Head (Academic).

Learning Support lessons are reviewed at the end of each Term in liaison with teachers, parents and pupils. Pupils taking a short 'block' of lessons are reviewed at the end of that session, monitored by their learning support teacher.

It is the SENDCO's responsibility to review all pupils with an Education Health and Care Plan (EHCP) and hold an annual review meeting in liaison with the Local Authority (LA), parents, outside professionals and Ryde School teaching staff.

Reasonable Adjustments

The School is committed to treating all pupils fairly. In light of the School's obligations under the Equality Act 2010, the School will seek to ensure that disabled pupils are not put at a substantial disadvantage, by comparison with pupils who are not disabled, by making reasonable adjustments:

- to policies, criteria and practices (i.e. the way the School does things); and
- by providing auxiliary aids and services (i.e. provision of additional support or assistance).

There is no standard definition of an auxiliary aid or service. Anything which helps, aids or renders assistance for disabled pupils or applicants is likely to be an auxiliary aid or service. Examples could include:

- pieces of equipment;
- extra staff assistance;
- note-taking;
- induction loops;
- audio-visual fire alarms;
- readers; and
- assistance with guiding.

The School is not required to remove or alter physical features to comply with the duty to make reasonable adjustments for disabled pupils or applicants. Similarly, the School is not required to provide auxiliary aids for personal purposes unconnected with its provision of education and services.

School staff seek to understand the needs of each and every pupil and to ensure that all pupils have the chance to make good progress according to their ability. In practice, making reasonable adjustments can be a daily, iterative process. Adjustments can often be made by staff at short notice or no notice, for example, taking steps to ensure that a child has understood instructions, or that they are seated where they are able to hear and concentrate.

Once any required adjustments have been identified, the School will consider whether they are reasonable adjustments for the School to make by reference to the following factors:

- whether it would overcome the substantial disadvantage the disabled child is suffering;
- the practicability of the adjustment;
- the effect of the disability on the pupil;
- the cost of the proposed adjustment;
- the School's resources;
- health and safety requirements;
- the need to maintain academic, musical, sporting and other standards; and
- the interests of other pupils (and potential pupils).

The School will discuss the proposed adjustments with parents and, where appropriate, the pupil, the SENDCO, and (with the parents' consent) any appropriate third party, which may include, for example, a medical practitioner or educational psychologist. The School will communicate any decision regarding reasonable adjustments with parents and the child (where appropriate).

Parents can assist the School in this process by ensuring that staff are informed of their child's needs, making available any relevant reports, assessments and information and working with the School if appropriate to implement any measures or reinforce any strategies put in place.

Where, despite reasonable adjustments to assist a child's access to educational provision and the other benefits, facilities and services the School provides, a disabled pupil is evidently still at a substantial disadvantage, the School may draw this to the attention of the parents and make recommendations. This might include, for example, seeking further external professional advice, seeking a statutory assessment, additional support funded by the parents or other external sources.

How do parents request adjustments?

If the parents feel that there are further particular adjustments the School could make, parents may write to or speak with their child's class teacher, in the first instance, or the SENDCO. Parents are encouraged to provide copies of any medical or specialist reports as evidence of the adjustments required.

Pupils with an Education Health Care Plan ('EHC Plan')

The needs of the majority of pupils with SEND will be met effectively through the School's SEND support. However, where the child or young person has not made expected progress despite the SEND support in place, parents and the School have the right to ask the Local Authority to make an assessment with a view to drawing up an EHC Plan for their child. Parents are asked to consult with the School before exercising this right. The School will always consult with parents before exercising this right.

If the Local Authority refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability). The School does not have this right of appeal.

Where a prospective pupil has an EHC Plan, the School will consult with the parents and the Local Authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by the School. Any

additional services that are needed to meet the requirements of the EHC Plan will need to be charged to the Local Authority if the Local Authority is responsible for the fees and the School is named in the EHC Plan. In all other circumstances charges may be made directly to parents, unless the additional services can be considered to be a 'reasonable adjustment' where no charge will be made, in accordance with the provisions of the Equality Act (2010).

The School co-operates with the Local Authority to ensure that relevant annual reviews of EHC plans are carried out as required.

Further aspects relating to SEND provision

Admissions

The School does not unlawfully discriminate in any way regarding entry. The School welcomes pupils with disabilities and/or special educational needs, provided we can offer them any support that they require and cater for any additional needs and that our site can accommodate them. We aim to ensure that all our pupils, including those with disabilities and/or special educational needs, are provided with a safe and inclusive environment in which to learn.

Where a prospective pupil is disabled, the School will discuss with parents (and their child's medical advisers, if appropriate) the adjustments that can reasonably be made for the child if they become a pupil at the School, to ensure that the prospective pupil is not put at a substantial disadvantage compared to a pupil who is not disadvantaged because of a disability.

There may be exceptional circumstances in which we are not able to offer a place for reasons relating to a child's disability. For example, if, despite reasonable adjustments, we feel that a prospective pupil is not going to be able to access the education offered, or that their health and safety or those of other pupils or staff may be put at risk, we may not be able to offer a place at the School.

The School's Admissions Policy can be found on the School's website. It applies equally to all prospective pupils and details how the School supports those applicants with SEND.

Withdrawal

We reserve the right, following consultation with parents, to request or require the withdrawal of a pupil from the School if, in our opinion, after making all reasonable adjustments the School is unable to meet the child's needs. In these circumstances the School will support the parents in finding an alternative placement which will meet the child's needs. Any decision to request withdrawal or require the removal of a pupil will be made as a last resort and in line with the terms of the parent contract.

Fees in lieu of notice will not be chargeable in these circumstances and the acceptance deposit returned.

Entitlements to additional time and/or support in external assessments

Children who have been diagnosed as having a learning difficulty may be entitled to support, such as additional time and/or modified provision, to complete external assessments. Exam access arrangements allow examination

candidates with special educational needs and disabilities to access the assessment without changing the demands of the assessment. These are strictly regulated by the Joint Council for Qualifications on behalf of the examination boards, under the remit of Ofqual, and are administered and applied by the School in accordance with the published guidance and requirements.

Parents should speak with the SENDCO with regard to any application for additional support as soon as reasonably practicable. The SENDCO will process applications for appropriate examination access.

Bullying and behavioural issues

All pupils are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Pupils are taught through the curriculum the importance of respecting each other and behaving towards each other with kindness, courtesy and consideration. The School's behaviour and anti-bullying policies make clear the seriousness of bullying, victimisation and harassment and that appropriate sanctions will be applied to any pupil who displays inappropriate behaviour.

The School recognises that disabled pupils or those with SEND may be particularly vulnerable to being bullied. The School's Anti-bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

The School also recognises that bullying (or other matters such as bereavement) can lead to learning difficulties or wider mental health difficulties. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND but where there are concerns, an assessment may be undertaken to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

The School recognises that children with SEND can face additional safeguarding challenges and additional barriers can therefore exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate. The School's Child Protection and Safeguarding Policy will be followed if there are any safeguarding concerns relating to a child.

Three-year accessibility plan

In line with its duty under the Equality Act 2010 the School's three-year Accessibility Plan sets out how the School will;

- increase the extent to which disabled pupils can participate in the School's curriculum;

- improve the physical environment of the School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School; and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

A copy of the School's Accessibility Plan can be provided upon request by writing to the Head Master via hmoffice@rydeschool.net.

Parental Responsibility

To ensure that parents and pupils can be given the most appropriate advice and support, it is important that all relevant information and documentation about any possible special educational need and any history of learning support is shared with the School. Parents must provide the SENDCo with copies of any reports or recommendations concerning the pupil's special educational needs or disability from previous schools or elsewhere. Parents agree to do this when completing the registration form and accepting the terms and conditions of the parent contract.

Evaluation

The success of the School's SEND policy is monitored as an on-going process. This success will be evidenced in the following ways:

- SENDCO to carry out learning walks to assess classroom experiences for students.
- Directors of Studies to assess the performance of students with SEND
- Accurate application of referral process with Directors of Studies
- Scrutiny of the work by the Learning Support Department by Deputy Head (Academic)
- Accurate implementation of EEA in the examinations as directed by JCQ guidelines
- Feedback from students and parents

The implementation of this policy is monitored by the SENDCO who is supported by the Deputy Head (Academic) and the Estates Director for any physical adjustments.

Complaints

Should any parents be unhappy with any aspect of the provision provided by learning support should in the first instance try to resolve the issue with the SENDCO and/or Director of Studies. If it is not possible to resolve the matter, it should be referred to the Deputy Head (Academic) for their consideration.

We hope that any difficulty or concern can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. That said, the School's Complaints Procedure is on our website and sets out how parents can raise a formal complaint and how the School will handle it. We will also send parents a copy of the Complaints Procedure on request.

Review

The School will review this policy on an annual basis to ensure the School meets the needs of those pupils with SEN and/or disabilities.