



Rugeley School

Special Educational Needs and Disability

Local Procedures

Adopted June 2015

Reviewed: January 2021

Next Review: January 2023

Equal opportunities lie at the heart of all that we do at Rugeley. We are committed to ensuring that every member of the school community, whatever their disability, gender, sexual orientation, age, colour, ethnic origin, culture or religious belief is given the same chance as any other to access the services and support of our school.

Procedure for	SEND Local Procedure		
Associated Priory policy	Special Educational Needs and Disability	Number	ECS33 V03
Setting: Rugeley School	Lisa Price Head Teacher	Signature	L Price
Quality Assured by :	K Bridon Operations Director	Signature	
Issue date	01/2021	Review date	01/2023

1. Rationale

Rugeley School believes in the concept of lifelong learning and the notion that learning should be a rewarding and enjoyable experience for all students. Through effective teaching we aspire to equip our young people with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help students to lead happy and rewarding lives. Our mission statement aspires:

'Making every second count!'

'Through a personalised curriculum delivered in a structured learning environment underpinned by physical exercise and a multisensory approach, Rugeley School respects young people with autism and prepares them to be as happy and independent as possible'

Rugeley School aims to provide a caring, supportive and stimulating environment where high quality teaching leads to excellent outcomes for all our young people. Teachers at Rugeley School are expected to conform to the standards set within national government Teachers Standards.

We expect all our staff to deliver high quality, stimulating and dynamic lessons, where all our young people are supported and challenged to make good progress in their learning.

We aspire to collaborative work with the two Children's Homes associated with our site, Mayfield House and The Crescent. Teachers and care staff work closely together to promote a seamless approach to agreeing, implementing and reviewing our young people's individual outcomes. This helps each young person to apply what they learn in lessons to their everyday lives.

2. Aims

The aims of this policy are underpinned by reference to a set of basic principles:

- To advance the education of all our young people through a personalised structured learning environment underpinned by physical exercise and incorporating a multisensory approach.
- To ensure that the curriculum is student centred, inclusive, informed, structured and relevant to meet the needs of all our young people.
- Learning will be incrementally structured in ways that enable all young people to have the opportunity to build on what they already know and to generalise this, and what they need to make progress in, in order to overcome barriers to their learning and to take ownership of it.
- To promote a personalised, differentiated curriculum for all which is responsive to the particular (and changing) needs of our individual young people.
- To meet individual's needs through a range of Specialist Therapy Services.
- To create an inclusive curriculum with links to external accreditation which recognises our young people's, participation and achievements.
- To recognise the individual needs and talents of each young person and to facilitate development of their intellectual, moral, physical, social, spiritual and creative capacities.
- To develop within each young person a respect for British Values at a level appropriate to their needs.
- To oppose racism, bias, stereotyping and all other forms of discrimination by challenging discrimination wherever it is found in line with the Equality Act 2010.
- To promote a caring and stimulating environment that gives positive encouragement to all, and which recognises and values the contributions of all its members equally.
- To ensure IEP's are infused into all aspects of provision as appropriate to the needs of our young people.
- To use formative and summative assessment criteria to ensure all young people achieve their outcomes.
- To set achievable but challenging targets that promote an ethos of continual improvement.
- To measure, assess and record the progress of each student in a systematic way, enabling us to ensure that each young person achieves his or her highest possible outcome for the future.
- To encourage confidence, high self-esteem, independence and mutual respect.
- To foster an environment that values the voice and views of all our young people through establishment of our school council meetings.
- To value the voice and views of all parents and carers, staff and other professionals attached to the school.

3. Context

This local procedure is drawn up in consideration of the Equality Act 2010 which protects individuals from discrimination and harassment based upon 'protected characteristics' the protected characteristics in respect of the young people, staff, parents & carers, visitors, placement students are:

- Disability
- Gender reassignment
- Marriage and Civil Partnership
- Pregnancy and maternity
- Race

- Sex
- Sexual orientation
- Age
- Cultural and religious beliefs

Equality of opportunity at Rugeley School means providing equality and excellence for all in order to promote the highest possible standards. Equality of opportunity applies to all members of the school community; pupils, staff, governors, parents and carers and community members.

The school applies the following principles:

- Commitment to equality of opportunity for all.
- Recognition that every young person should be equipped with the knowledge and skills they need to participate in a diverse society and world.
- To meet the diverse needs of our young people.
- To ensure that an inclusive ethos is established and maintained.
- To respect and value linguistic, cultural and religious diversity in the community.
- To ensure that equality is an integral part of planning and decision making within the school.

4. Leadership, Management and Governance

- All Rugeley school policies reflect our commitment to equal opportunities.
- The Governors and Senior Leadership Team set a clear ethos, which reflects commitment to equality for all members of our school community.
- Rugeley School promotes positive and proactive approaches to valuing and respecting diversity.
- Our Senior Leadership team work in partnership with others to promote equality of opportunity, oppose all forms of oppressive behaviour, prejudice and discrimination.
- The teaching and curriculum development are monitored to ensure high expectations of pupils and appropriate breadth of content in relation to school and the wider community.
- At Rugeley School, a three year accessibility plan is maintained to ensure all reasonable adjustments have been made to the building, resources and the curriculum to meet individual needs and enable equal access to our education provision.

5. Education Provision

All young people at Rugeley have an Educational Health and Care Plan in place.

We provide education for children and young people aged 5 – 19 years with Autism and sensory/physical needs including and not limited to:

- Difficulties in communication and Interaction, including Speech and Language Communication Needs.
- Cognition and Learning difficulties, ranging from moderate to severe including complex learning needs.
- Social and emotional difficulties, including challenging behaviour.

Our school aspires to operate a Communication Rich approach and we ensure that our routines and structures throughout the day support all young people to feel safe and happy. Communication is supported through the use of symbols and personal timetables, signing, Objects of reference, personalised communication system and assistive technologies.

We believe that the physical environment is important in setting the climate for learning and all young people have the opportunities to access learning in the outdoors and indoors. This provides a calm and safe environment in which our young people can thrive.

Our school has facilities to promote a sense of well-being and provides a therapeutic environment. We have:

- Sensory Room
- Occupational Therapy Room.
- A swimming pool.
- A large gymnasium with an Projector (used when we join as a community for Collective Worship/School Performances)
- A fitness suite.
- Outdoor Play Equipment.
- Horticulture garden.

Our classes have a maximum of 6 pupils and the vast majority have a 1:1 teaching ratio. The rooms are spacious and have visual and physical structures to ensure the young people understand the expectations for teaching and learning. Our classrooms have Interactive Whiteboard and iPads.

6. School Processes:

All young people joining Rugeley School are assessed on entry and educational advice following their assessment is shared with the local authority and parents/carers.

The 'Annual EHCP Review' is a process involving consultation with the LA and parents/carers. It is an opportunity for all people involved in working with a young person to come together with the parents and the young person to discuss progress, make plans for the future year and to raise any issues and concerns. This process is a centred around the individual young person.

At the milestone of a young person moving onto training or employment Rugeley School ensure a 'Transitional Review' takes place to ensure a plan of transition from formal education to training, employment or specialist provision.

We use information from each young person's Education Health Care Plan to set and monitor a termly Individual Educational Plan (IEP) to demonstrate progress towards their outcomes. The IEP will be reviewed and set each term and a copy of the documents sent to parents/carers.

We use information from prior attainment for each young person to set and monitor outcomes for learning in our termly Progress Review meetings with parents/carers. The outcomes will be reviewed and priorities agreed for the future term. The Progress report is sent to parents/carers each term.

Where appropriate we try to hold joint IEP, educational and social care reviews to ensure a wraparound service for young people and their families.

7. Curriculum & Resources

See our Curriculum Local Procedure.

All pupils are allocated the resources they require to support their learning which includes equipment, staffing and learning environment.

Resources are matched to pupils needs and their suitability is reviewed annually through the annual review process or as required.

Curriculum subject resources enable all pupils to effectively access the curriculum. The school ensures that all pupils have equal access to the curriculum and that specialist facilities, equipment and links with outside agencies are used effectively to promote learning.

8. Therapy and Health

Every young person who attends Rugeley has the opportunity for an individual programme of therapeutic support. As part of our transition process our Speech and Language and Occupational Therapists will meet and assess their individual needs and provide a detailed programme for Communication and Sensory needs. These programmes are shared with classroom staff, residential staff and parents to ensure a consistent approach.

9. Training

Every member of staff has a personalised ongoing programme for professional development. This ensures that all staff has the knowledge and skills required to meet the needs of all our young people. The opportunities for continued training will be identified through our annual appraisal meetings and an open-door approach for individual professional development is considered by the Head teacher.

All staff will participate in a weekly internal training session and 5 inset training days/twilight sessions. During the initial two week induction period staff are introduced to a range of face to face compulsory training sessions and the Priory Academy e-learning modules which they must complete throughout the school year.

10. Placement

At Rugeley we believe that every young person should be educated within an environment which matches their individual needs. On extremely rare occasions it may be identified that the provision is no longer appropriate for their individual needs. We would work closely with parents/carers and other professional agencies to find an appropriate provision and ensure a supported and well planned transition takes place.

11. Monitoring and review of SEND

It will be the responsibility of the Senior Leadership Team to ensure that Rugeley SEND is shared with all staff and is monitored and reviewed to make sure through the delivery it maximises learning by providing richness, breadth, balance in knowledge, skills and direct experiences in a way relevant to each individual and their own lives taking into account new national developments. The Governors will monitor the implementation across the setting.

12. Complaints

Any complaints made to the governing body from parents/carers of pupils concerning the provision made at school will be dealt with under the procedures of Rugeley Complaints Local Procedure.

Safeguarding

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, pupils, parents/carers, visitors and volunteers to share this commitment. A safer setting starts with safe individuals.