

RAVENSCLIFFE HIGH SCHOOL AND SPORTS COLLEGE

Special Educational Needs and Inclusion Policy

At Ravenscliffe, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. (See also School Policy for Gifted and Talented students)

'Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.'

'Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in schools in the area'. SEN Code of Practice 2001

The specific objectives of our SEN policy are as follows:

- to accurately identify students' special educational needs and disabilities and ensure that their needs are met through appropriate educational programmes
- to ensure that students with special educational needs and disabilities have access to all the activities of the school
- to ensure parents are kept informed of their child's special needs and that there is regular and effective communication between parents and school
- to ensure that learners are given opportunities to express their views and are fully involved in decisions which affect their education
- to promote effective partnership and involve outside agencies when appropriate.
- To ensure all students transfer to an Education Health and Care Plan (EHC) within statutory timescales

1. Aim

As a special school the underlying function of Ravenscliffe is to provide an education appropriate for students with Special Educational Needs. This is reflected in the published aim of the school

"To recognise and respond to the individual needs of its students and provide them with a relevant and challenging curriculum whilst working closely with parents and carers."

We aspire to achieve this by:

- Providing a positive, well resourced learning environment staffed by trained and committed professionals
- encouraging students to develop a positive attitude to learning through the celebration of success and achievement
- maintaining high expectations in terms of attendance, behaviour and co-operation in learning
- providing a broad, balanced and relevant curriculum, including the National Curriculum, which excites and challenges students
- ensuring a safe and caring environment where individual views on religious and cultural issues are respected as students develop into responsible citizens
- working closely with parents, carers and the local community
- managing the funding and resources available in an effective and efficient manner

2. Type of Provision

Following re-organisation in 1992, Ravenscliffe High School is now Calderdale's only Secondary Special School, providing education for approximately 160+ (from September 2016) students aged 11 - 19 years. The school caters for pupils with a wide range of Special Educational Needs, including moderate and

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severe learning difficulties, profound and multiple learning difficulties, autistic spectrum disorders, sensory impairment, and physical disabilities. A small percentage have identified moderate emotional and behavioural difficulties.

The organisation of the school reflects that of a mainstream Secondary School, with students predominantly taught in chronological year groups with all National Curriculum subjects being offered, in addition to Personal, Social, Health and Citizenship Education, Careers advice and opportunities for Work Experience or Post school preparation activities. The School also operates specialised needs based Communication Groups, in which students focus on the development of a range of skills from non-verbal and verbal functional communication, to reading, writing and comprehension. These extend into needs based Literacy, Numeracy and ICT sessions within Key Stage groupings.

Great emphasis is placed on students becoming involved in the community, visiting local shops and places of interest and developing independence skills by using public transport with appropriate levels of support from staff.

Inclusion opportunities are actively promoted and supported. Some students may spend time working collaboratively with mainstream peers, or attend sessions at other local Schools or Colleges. The School's "Springboard" programme provides many students with vocational experience opportunities and intensive staff support during extended workplace placements.

3. Facilities:

The school is built on a single storey with no indoor steps and wide corridors allowing ease of access. Facilities at Ravenscliffe include subject based classrooms, workshops, library, science laboratory, Hall for P.E. and Assembly, sensory rooms, a hydrotherapy pool and specialist physiotherapy and bases. In addition thanks largely to the support of the local business community, staff, parents and Friends, the School has a vibrant and stimulating sensory garden and excellent specialist music, drama, arts and sensory facilities, based in the adjoining Ravenscliffe Pavilion. A range of toilet and changing areas is available equipped with electric hoists and suitably adapted equipment. The School also has a MUGA, Training Kitchen, Rebound Therapy suite and Wellbeing suite mostly used as a therapy resource by the school's Aromatherapist.

The current discrete Sixth Form block provides appropriate accommodation and study areas for students in the 16 to 19 year age range. The School grounds provide secure, designated areas where students can choose to play ball games, join in general activities or take advantage of the restful quiet areas, music garden and picnic benches. From September 2017 it is hoped that the school's Sixth Form will transfer trackside to a new fit for purpose sixth Form and community centre at Springhall Halifax.

The school minibuses have tail lifts, specialised mounting and wheelchair restraints. All Information and Communication Technology equipment is suitably modified and updated to make it accessible to all by a variety of switches, touch screens and joysticks.

4. Allocation of Resources

All students have an equal opportunity to access the school's resources. Specific needs may be identified and specific resources allocated through the Annual Review (and increasingly EHC plans as statutory requirements introduced in September 2015 start to materialise) procedures. Students will receive varying levels of support according to their individual needs.

5. Identification and Review of Students' Needs

All of the students at Ravenscliffe are subject to an Education Health Care plan which is reviewed on an annual basis. Admission follows discussion between parents, the school, other professionals and where appropriate the student. (See Admissions Policy.) Targets set in the most recent Annual Review will form the basis of an individual student's Educational Priorities and Learning programmes. A student's I.E.P. (Individual Education Plan) will comprise the targets set at Annual Review together with the termly subject

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specific targets set by individual teachers. Records will be maintained, relevant assessments undertaken by subject teachers and reports compiled by a student's Pastoral teacher following liaison with the Key Stage Manager/Deputy Headteachers

In considering the suitability of placement, Ravenscliffe will also take account of the effect an admitted student may have on the existing school population in terms of behaviour, level of co-operation, quality of learning within the class group and potential influence on established peer groups.

6. Curriculum Access

The curriculum at Ravenscliffe is designed to meet the wide range of individual needs of our students. It is taught in discrete learning units or modules which are delivered in each subject.

Students are taught within year groups for most sessions, usually split into two generic groups to ensure positive staff to student ratios and maximum engagement. As they progress through the school, older students may start to work in groups involving more of an age spread, whilst usually staying with students in the same key stage)

Communication groups are needs based within each Key Stage. The success of this approach led to the introduction of extended needs based groups in English, Maths, and ICT within KS3 and KS4. This arrangement provides more focussed time for those students with complex communication and learning difficulties or autistic spectrum condition.

All students within KS3 and KS4 have access to a broad and balanced curriculum which includes the National Curriculum, where programmes of study are differentiated according to individual needs.

As students move into KS4 at the end of Year 9, they are offered more vocationally based opportunities, including where appropriate access to Independent Travel and 'Springboard' programmes, though some younger students from Year 7 have learned to travel independently in recent years.

At the end of Y11, most students move into the Sixth Form, where the Curriculum is more flexible, with guided options available to assist the students in becoming more independent as they prepare for life after school. Links with local Colleges are established, leisure opportunities are explored and practical life skills are developed. At the same time, work on basic literacy, numeracy and ICT skills continues.

A 25 period timetable is followed with students assisted by support staff moving from room to room to access different subjects and resources. The number of changes is minimised in Y7 as the pupils become familiar with their new surroundings.

As well as the daily morning and afternoon sessions, all students participate in a weekly pastoral lesson with the teacher and support staff they work most closely with. Pastoral teachers also supervise their students and set and support the achievement of individual lunchtime targets.

The school provides all students with opportunity to participate in the subjects of the National Curriculum, appropriate to the key stage, as outlined in the revised format This includes English, Mathematics, Science, Technology (design technology and food technology), History, Geography, Art, Music, Physical Education and Computing (formerly know as Information and Communication Technology). In addition students are offered Personal, Health and Social Education (PHSE), Religious Education and careers advice.

In the Sixth Form a wider range of options are available to students, largely delivered via range of accredited courses including OCR. The opportunity to participate in college link courses is offered according to individual student need.

Students are generally taught in Year Groups, with the exception of the daily communication groups,

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which are needs based for students within each key stage.

7. Evaluation by Governing Body

All curriculum policies are presented to Governor Body sub committees for approval. A small number of statutory policy are approved by the full Governing Body. The Headteacher provides a curriculum update via, the half termly Achievement, Teaching and Learning sub committee meetings and the half termly Headteacher's report to Governors. A cycle of regular monitoring visits by Governors has been established, with a particular Governor responsible for each of the following; Every Child Matters, KS3, KS4, KS5, Special Educational Needs, Computing, Healthy Schools, Children Looked After, Health and Safety and Safeguarding, Equality and Cohesion, sports college and community links. In addition the School Improvement Plan is closely monitored by members of the Governing Body and reviewed annually in January each year.

8. Governing Body Response to Possible Complaints

Any such complaints are dealt with as outlined in the school's Complaints and Improvement Policy

9. Professional Development of Staff

The Deputy Head KS5 acts a Continuing Professional Development Co-ordinator. Staff CPD priorities are agreed through Performance Management procedures and the school leadership team monitor the balance of training opportunities offered to ensure staff are able to continue to meet the ever changing needs of the student population. Governors monitor training via the Performance Management and CPD section of the Headteacher's report in conjunction with the School Improvement Partner who visits school for at least 3 days each year.

10. Links With Support Services

The school works with the following outside agencies to ensure that a student's individual needs are addressed and incorporated within the curriculum. The list is not exhaustive

- Calderdale Music School
- Calderdale and Kirklees Careers Service
- Educational Psychologist
- Hearing Impaired Service
- Visually Impaired Service
- Autism Spectrum Disorder Service
- Education Welfare Service
- Speech and Language Therapy
- Physiotherapist
- Orthotist
- Podiatry
- School Medical Officer
- Community Nurses
- Behaviour Support Service
- Consultant Paediatrician
- Dental Service
- Social and Care Services
- Local Colleges of Further Education
- Language Support Service.
- Children and Adults with Disabilities Teams
- | Parent Partnership Co-ordinator
- Statement Support and Review Team
- Mainstream Secondary and Primary Special Schools
- Calderdale Association of Secondary Headteachers

A full time school nurse and nursing assistant is based at the school and other Health professionals

hold regular clinics at the school.

11. Role of Parents/carers

The school regards parents and carers as active partners in the education of its students. Positive links are maintained through involvement in Annual Reviews and EHC Reviews and parent consultation evenings, home-school diaries, and telephone contacts and home visits. In addition a Parent Support Group meets regularly and parents are informed of social events and school based activities by letters home and the termly Ravenscliffe News. The school has Lead Teaching Assistant with responsibility for supporting some aspects of Home School Liaison and Learning Mentor support.

12. Links with Other Schools

Positive links exist between Ravenscliffe and Highbury and Woodbank, the Authority's two primary Special Schools, other Schools across Calderdale. Detailed transition arrangements are in place (see Transition Arrangements document).

In addition, where appropriate, students from Ravenscliffe participate in inclusion programmes with mainstream secondary schools. Similarly students from mainstream schools have the opportunity to benefit from sessional inclusion or very occasionally a dual placement at Ravenscliffe.

13. Links With Other Organisations Working on Behalf of Students with Special Educational Needs

In addition to the links with the support services outlined in Section 10; Ravenscliffe benefits from support from voluntary agencies including Rotary and Round Table, local Youth clubs together with charitable organisation including the Mayfield Trust(MENCAP), The Next Step Trust, and Community Foundation for Calderdale.

Policy reviewed by Martin Moorman: April 2016

Approved by Governors 27/6/16

To be reviewed Autumn 2019