



Special Educational Needs and Disability Policy

Contents	Page
1. Vision and Values	2
2. Aims	2
3. Provision	2
4. Implementation	2
5. Intervention	3
6. Complex Special Educational Needs	3
7. Education Health Care Plans (EHCP)	4
8. Partnership with Parents/Carers	5
9. Involvement of Pupils	5
10. Roles and Responsibilities	5
11. See Also	6

Date of last review:	Nov 2020	Date of next review:	Nov 2023
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Policy review dates and changes

Review date	By whom	Summary of changes made	Date implemented

Signed		Designation	Chair of Governors
Name	Janet Hall Heather Flockton	Date	Nov 2020



1. Vision and Values

- To have confidence in developing their own deaf identity and their sense of belonging.
- To feel safe, happy and cared for in an environment where all children are listened to, can express their views and are understood whatever their preferred communication.
- To be challenged to achieve their best through excellent teaching, a comprehensive curriculum and a wide variety of experiences from Early Years to 16 Plus.
- To work in an environment that encourages lifelong learning, and equips our children and young people with the tools and skills to achieve.
- To be tolerant and inclusive, so all children and young people are able to build effective relationships based on empathy, friendship and respect.
- To have excellent access to communication support.

We promote the following values for children and young people at Royal School for the Deaf Derby

- To have a 'can do' attitude to achieve to their potential with positive deaf and hearing role models
- To understand, respect and promote British Values and culture within the school and wider community.
- To feel comfortable, safe and happy within both school and residence.
- To enjoy and thrive in a school rich in cultures, languages and experiences
- To make sure all children and young people have the opportunity to become responsible adults and leave ready to enjoy the challenges of life beyond school.

2. Aims

The school will provide for children who have special educational needs on account of their deafness and also for some deaf children who have additional complex special educational needs.

3. Provision

On entry to RSDD each child's level of SEND is assessed in order to ensure continuity of learning from Primary school, or transference from another Secondary school.

As a result the information will

- shape the pupil's curriculum and pastoral provision
- identify the pupil's particular needs that require support and identify intervention strategies
- ensure on-going monitoring provides regular feedback on achievements/ experiences
- ensure pupils have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programme
- involve pupils in planning/agreeing their own targets where appropriate
- involve parents / carers in a joint home-school learning approach

There are four identified areas of need at RSDD

- Communication & Interaction
- Sensory and/or Physical Needs
- Cognition & Learning
- Social, emotional & mental health

4. Implementation

Facilities

The school will provide for children and young people in purpose built accommodation that has been designed for the education of deaf children. There will be a range of specialist subject classrooms including: science, textiles, art, physical education, information technology and music, with appropriate equipment. The teaching building includes



modifications to entrances, exits, toilets and doors to allow full access to wheelchair users. Provision is made in specialist subject areas for wheelchair users.

Access to a Broad and Balanced Curriculum

- The school will give access to the curriculum using the young person's preferred method of communication.
- Teaching in the primary department will be class based and will cover all the subjects of the National Curriculum except for Modern Foreign Languages (MFL)
- Teaching in the secondary school will be subject based and cover all the subjects of the National Curriculum (except MFL)
- Teaching in Post 16 department is subject based and is individual to the student.

5. Intervention

RSDD has wheelchair access to all parts of the school, disabled toilets and parking, yellow marked pathways for partially sighted pupils, ramps, handrails, and easy access for taxis/other transport with good outside lighting.

- RSDD maintains contact with support services in Children and Young People's Services
- National Deaf CAMHS
- Educational Welfare Service
- Multi Agency working both internally and externally
- RSDD will maintain links with other SENCo's through the SEN network meetings.
- Art Therapists, Speech and Language Therapists, Audiologist and Nurse on site
- Community Health Service

Education

The school has a formal partnership with Derby City LA to provide education services to deaf children and their families in the city. The school maintains access to the support, advisory, training and careers services as needed on paying basis

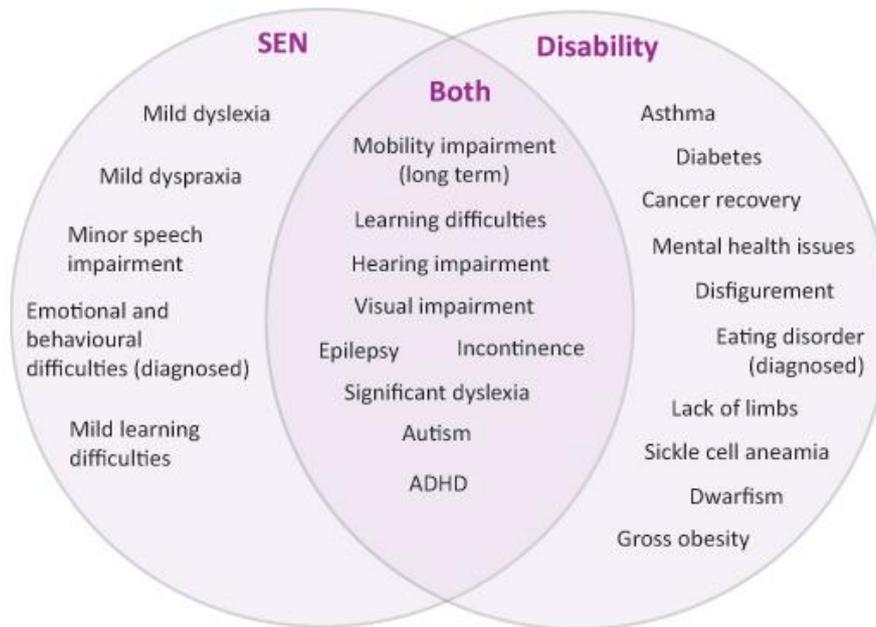
Health

The audiologist and nurse maintain regular contact with the ENT and Audiology department of Royal Derby Hospital. There are also established links with a local GP, occupational therapist, physiotherapist and school dental services. There is weekly involvement with Sign Health a deaf counselling service.

6. Complex Special Educational Needs

At RSDD, Children and Young People are considered to have complex special needs in addition to deafness if they have greater difficulty learning than others of the same age, or require additional resources or adaptations to be made to the physical environment to facilitate inclusive learning.

The diagram shows issues categorised as Special Educational Needs (SEN), those that are disabilities and those issues that are in both categories:



Source: www.cityoflondon.gov.uk

7. Education, Health Care Plans (EHC plans)

September 2014 Statements of Special Educational Need and individual assessments were replaced with Education and Health care Plans (EHCP). The Plans can be issued to children and young people between the ages of 0-25 years and allows professionals from Education, Health and Care along with parents to consider the needs of the children and young people and their desired outcomes. An EHCP will include details of learning outcomes for the child and young person along with the provision needed to achieve them. These are used to develop targets that are

- Matched to the longer-term outcomes set in the EHCP
- Shorter term EHCP outcomes are reviewed 3 times a year, established through staff consultation and implemented in the medium term planning
- Delivered by the subject teacher with appropriate additional support where specified

Reviews of EHC Plans

EHCP must be reviewed annually. The Deputy Headteacher Attainment, with office administration will organise these reviews and invite

- The pupil's parent/carers
- The pupil if appropriate
- The relevant teacher
- A representative of the LA
- Any other person the LA considers appropriate
- Any other person the Headteacher considers appropriate

Reviews can be completed in person or via on line platform e.g. Teams

The aim of the review will be to

- Assess the child and young person's progress in relation to the targets
- Review the provision made to meet the pupil's needs as identified in the EHCP



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- Consider the appropriateness of the existing EHCP in relation to the child and young person's performance during the year, and whether to cease, continue, or amend it
 - If appropriate to set new targets for the coming year
 - Give parents further opportunity to liaise with school.

Within the time limits set out in the [Special Educational Needs and Disability Code of practice: 0 to 25 years](#), RSDD will complete the annual review forms and send them, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP.

8. Partnerships with Parents / Carers

Parents' contribution to their child's education is seen as invaluable. The school aims to work in partnership with parents and carers. We do so by:

- Keeping parents and carers informed and giving support during assessment and any related intervention or provision.
- Working effectively with all other agencies supporting children and their parents.
- Giving parents and carers opportunities to play an active and valued role in their child's education through training activities for parents and carers.
- Providing all information in an accessible way.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child agree targets for the pupil.
- Offering practical strategies for parents to use at home in overcoming behavioural and learning difficulties in the form of dialogue and resources.

9. Involvement of Pupils

We recognise that all children and young people have the right to be involved in making decisions and exercising choice ([Special educational needs and disability code of practice: 0 to 25 years](#)).

Where appropriate all children and young people are involved in monitoring and reviewing their progress. We endeavour to fully involve all children and young people by encouraging them to

- state their views about their education and learning
- identify their own needs
- share in individual tracking and target setting across the curriculum

Also we provide

- Family support and safeguarding
- Comprehensive Individual Support Plans (ISP), Risk Assessments, and Intervention Plans.
- Staff trained at RSDD as PROACT-SCIPr-UK® trainers – a proactive approach to learning and behaviour.

10. Role and Responsibilities

Governors

The Governors Pupil Wellbeing and Achievement Committee (PWC) monitor the provision for SEND and CSEND at RSDD by receiving termly reports on the school's specialist activities and developments, and have the opportunity to come into school to see these in action and monitor outcomes.



Complex SENCO

Special schools do not have to have a SENCO due to the structure and roles of the teachers within the school. However, the school's Complex Special Educational Needs Co-ordinator has responsibility for securing the administrative procedures associated with the new [Code of Practice](#). Their role involves running Person Centred Reviews and in ensuring pupil progress towards the objectives in their outcomes in the ECHP. The Complex SENCO is a qualified Teacher of the Deaf.

Senior Leadership Team (SLT)

The SLT provide leadership in the school in identifying professional development needs and implementing training designed to meet the specialist needs of the pupils. They monitor each young person's progress against their ECHP outcomes and ensure resources are available to support their needs. As the needs of children and young people admitted to RSDD change the SLT remain flexible in the way they seek to meet these needs through staffing and organising the learning environment responsively.

Teachers

Class Teachers ensure all the SEN's of their children and young people are met through well pitched, individually targeted planning.

Teachers ensure that a wide variety of learning opportunities, both in the school setting and in the community, are provided and that these activities will engage all children. Teachers provide learning opportunities that build self-esteem, self-confidence, communication and self-expression, independence and functional skills. Teachers work closely with families to meet the needs of their child. Teachers also work closely with a wide range of professional partners to meet the needs of each child and young person.

11. See also

- [Special Educational Needs and Disability Code of Practice: 0 to 25 years](#)
- Admissions Policy
- Curriculum Policy
- Communication Policy
- Behaviour and Anti-bullying Policy