



SEND POLICY

Date agreed by the Governing Body	October 2015
Date to be reviewed (maximum 36 months after date above)	October 2018
Governors Committee accountable for review	CURRICULUM
Senior Leadership Team member accountable for review	DEPUTY i/c SEND

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Children have special educational needs if they have a **learning difficulty** which calls for **special educational provision** to be made for them.

Children have a learning difficulty if they:

- a. have a significantly greater difficulty in learning than the majority of children of the same age.
- b. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- c. are not making progress within a **normal differentiated curriculum**.

Children must 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. However, we do recognise that such students may need support and this is provided across all year groups by all staff.

Many children and young people who have a special educational need may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

We also recognise that some students are “more able” and as such have “needs” which should be taken into consideration. This can be achieved through differentiation, setting, specialist classes, target setting and mentoring. These are supported by the schools Able, Gifted and Talented Provision- see website for more details.

Special educational provision means :

“ educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.”



SEND SPECIALISM AND FACILITIES

The school has expertise in working with children who have Physical Disabilities and Hearing Impairment and have two Additionally Resourced Provisions. The HI-ARP has provision for 6 students and the PD-ARP for 10.

However, we have experience also in dealing with students who have, Specific Learning, Behaviour, Moderate Learning and Speech and Language difficulties.

The SEND department is housed just off the main entrance. There are several rooms with access to computers and other individual specialist equipment.

There is a separate, specialist base for students with hearing impairment. Adjacent to the SEND department there is a well-equipped medical room with hoist and physiotherapy facility. The school has a full-time Matron.

The school is in the main part built on one level to facilitate easy access for students with physical disabilities. Aids to access include:

- Ramp access to all areas.
- Support rails.
- Automatic doors.
- Adapted toilets.
- Lift access to Sportshall and in the Performing Arts Centre.
- Adapted work area in Food Technology.
- ` Common room ` area for students with physical difficulties.
- Soundfield systems and carpeting in selected rooms.

This policy has been drawn up with regard to Special Educational Need and Disability Code of Practice: 0-25. January 2015.

It also takes into account the Special Needs and Disability Act 2001 and The Equality Act 2010.

1. FUNDAMENTAL PRINCIPLES

We at the Sir William Ramsay School agree with and follow the guidance of the Code of Practice that:

- 1.1 a child with special educational needs should have their needs met.
- 1.2 those special educational needs should be, whenever possible, met within a mainstream setting.
- 1.3 children with special educational needs should be offered access to a broad, balanced and relevant education.
- 1.4 parents have a vital role to play in supporting their child's education.



1.5 the views of the child should be taken into account.

The school is particularly aware of its responsibilities with reference to The Equality Act, 2010. We have particular expertise in dealing with physical disability and the site is suitably adapted for such students.

As a school we make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. We also demonstrate the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people.

2. AIMS

It is the aim of all those who work at, and on behalf of, Sir William Ramsay School to :

- 2.1 ensure full entitlement and access for students with special educational needs to high quality education within a broad, balanced and relevant curriculum (including access to the National Curriculum) so that they can reach their full potential and enhance their self-esteem.
- 2.2 educate such students, wherever possible, alongside their peers within the normal curriculum.
- 2.3 stimulate and/or maintain student curiosity, interest and enjoyment in their own education.
- 2.4 enable such students to be familiar and aware of skills and principles that can help them lead full and productive lives, and develop their social awareness.
- 2.5 provide a safe environment for all our students.
- 2.6 identify and assess students who may have special educational needs as early and as thoroughly as possible.
- 2.7 involve parents and students fully in the process of identification, assessment and delivery of special educational needs support.
- 2.8 focus on inclusive practice and removing barriers to learning
- 2.9 successful preparation for adulthood, including independent living and employment



3. RESPONSIBILITIES

3.1 The Governing Body

Will discharge its statutory duties to ensure the needs of those students with special educational needs are met by the school.

Should be involved in producing the School's policy statement.

Should ensure that sufficient staffing and funding are available to meet the aims of the policy statement.

Keep a general oversight of SEND provision.

Must report to parents annually on the school's policy.

3.2 The Head

Has responsibility for the day to day management of all aspects of the school's work, including provision for SEND.

Keeps the Governing body fully informed.

(some aspects delegated to Deputy Head)

3.3 The SENDCO

Has responsibility for the day to day running of the school's SEND policy.

Advices staff and organises liaison with subject departments.

Co-ordinates provision for SEND students through SEN Support Plans.

Contributes to staff INSET.

Ensures that the care aspects for students with Statements/EHCP's are catered for by the school Matron and any visiting staff.

Ensures that with the aid of the school Matron and any visiting staff, risk assessments are undertaken before students with physical disabilities are admitted to the school.

3.4 HODs

Are responsible for ensuring that the work of their department takes full account of the needs of students with barriers to learning. This will include course content, student groupings, teaching and learning strategies and appropriate differentiation of work. In some circumstances, HODs may recommend that teaching groups are organised on a basis of aptitude or ability. HODs must ensure that all team members are aware of the needs of students, including SEND, within their teaching groups and should seek appropriate training for their staff where necessary.

3.5 Subject Staff

Are responsible for ensuring that their teaching enables students to maximise their access to the curriculum. It is also the subject teacher's responsibility to express any initial concern for students who have not yet been identified as having difficulty.



Every teacher is expected to take responsibility for delivery to and monitoring of the curriculum for students with SEND.

3.4 Form Tutors

Should have an overview of the needs of each form member and should participate in all strategies designed to support those students.

3.5 Learning Support Assistants

- Should be aware of the needs of the students they are allocated to. They should also be aware of any other students within the same groups who are on the SEND register.
- Will need to liaise with the SENDCo and other SEND staff as well as Matron, Pastoral Managers, Academic Leader's and parents with regard to the progress of students in their care.
- Should try to ensure that students in their care understand any tasks set within the class and for homework.

4. STAFF DEVELOPMENT AND APPRAISAL

All professional development needs are identified through the school's performance management system and the school improvement plan.

Through the deputy head teacher responsible for professional development, and with the support of the SENDCO, staff are:

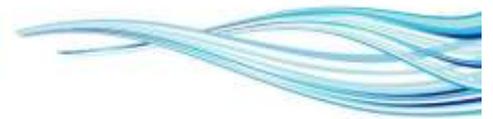
- 4.1 Kept informed of LEA, regional and national courses relating to SEND.
- 4.2 Expected to disseminate and share their knowledge with other staff within the school.
- 4.3 Are encouraged to observe good practice within school and also in other schools.

Through the appraisal programme within school all staff, including Learning Support Assistants, undergo observation and feedback sessions from their colleagues.

Staff can request specific training to support their own professional development needs. Such training is discussed with their line manager.

Learning Support Assistants attend a 'core' training programme and are identified for specific training to enable the needs of students with SEND to be fully met. Individual interests and skills are encouraged and developed within the training programme. Areas covered include behavioural, emotional and social difficulties; communication and interaction (Autism, Aspergers and Speech and Language); Hearing impairment and Specific Learning Difficulties.

All SEND staff attend Manual Handling Courses and update their certification each year. First Aid Training is also available.



5. ADMISSIONS

The admission of children with Special Educational Needs who do not hold a Statement is no different from other children.

However :

- 5.1 Close links are kept with feeder schools and previous SEN records are passed directly to the SEND department.

Transition visits are made by the SENDCO and/or the relevant Pastoral Manager and/or Academic Leader.

- 5.2 **Students who arrive with little or no spoken English have an admissions procedure as set out by the EAL staff. (see appendix)**

- 5.3 Any child deemed to have Special Educational Needs will have a Student Passport including individual targets and a SEN Support Plan.

- 5.4 We continue to keep an SEN register in order to track student progress.

6. IDENTIFICATION

It is important that students who are thought to have special educational needs are identified as early as possible.

Early identification and assessment will:

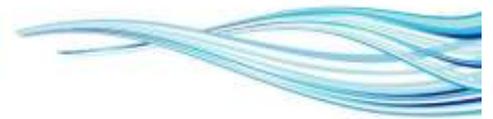
Minimise the difficulties encountered when intervention and provision occur.

Maximise the likely positive response of the student.

Overcome temporary difficulties so that future learning is not affected.

Hasten the use of outside agencies if school action is not producing the desired results. At Sir William Ramsay we identify students in the following ways :

- 6.1 Using information received from primary schools.
- 6.2 Screening tests of Year 7 students on entry. These include Key Stage 2 results, Reading and Spelling assessments and Numeracy assessments.
- 6.3 Using evidence from classroom teachers' observation and Assessment.
- 6.4 Consultation with parents.
- 6.5 Advice from the school Medical Officer.
- 6.6 Advice from the Educational Psychology Team and other outside agencies.



Students with a Statement of Educational Need will be identified and placed accordingly by the LEA.

7. ASSESSMENT

Fundamental to provision is the process of assessment.

Some students will have been identified and assessed prior to entering our school. However the process is a continuum and will need to continue throughout a student's school life. This process feeds decision making and thus helps decide provision.

At Sir William Ramsay School:

- 7.1 All Year 7 students undertake group reading and spelling tests.
- 7.2 Subject staff will use performance against level descriptors within the National Curriculum.
- 7.3 We have some students assessed by outside agencies
- 7.4 We listen to the concerns of parents.
- 7.5 We listen to the concerns of students themselves.

8. INTERVENTION

As the result of assessment, intervention strategies may be put in place. The school follows the format of SEN Support as identified in the 2015 Code of Practice.

8.1 SEN Support :

In mainstream schools, a single category called SEN Support replaced School Action and School Action Plus from 1 September 2014. These students are supported by the school through interventions, a differentiated curriculum and external agencies as appropriate.

In line with the SEND Code of Practice we use a graduated approach, or four-part cycle (Assess, Plan, Do and Review) to support your child with special educational needs (SEN). The actions taken to help your child are regularly reviewed and revised.

Triggers for identification as SEN Support include:

- Student makes little or no progress even when weaknesses are targeted.
- Student shows signs of difficulty in acquiring literacy or numeracy skills.
- Student presents persistent emotional or behavioural difficulties.
- Student with sensory or physical problems continues to make little or no progress despite the provision of specialist equipment.



- Student has communication and/or interaction difficulties.

Other agencies that may be involved include:

- Specialist Teachers/Cognition and Learning Team.
 - Speech and Language Therapists.
 - Outreach support.
 - Occupational Therapists.
 - Educational Psychologist
 - School Counsellor
 - CAMHS (Child and Adolescent Mental Health Services).
- Intervention devised with these agencies should be implemented as far as possible in the classroom setting, by both the classroom teacher and SEND staff.

8.3 Application for Education and Health Care Plan (EHCP):

If serious concerns over progress remain after intervention at SEN Support, the school can apply to the LEA for Statutory Assessment.

As part of the application the school will ensure that all of the following are available :

- SEN Support Plan to include individual targets/provision map for the student.
- Records of the reviews and their outcome.
- Medical history.
- National Curriculum levels.
- Attainments in literacy and numeracy.
- Educational and other assessments.
- Views of parents.
- Views of the student.
- Involvement of any other professionals.

9. RECORDING

9.1 It is important that a record of the steps taken to meet the needs of individual children is kept.

9.2 All staff need to keep a record of work, assessments and strategies undertaken. These records will form the basis of information that will decide whether a student is identified as in need of SEN Support.

9.3 Records of the following will be kept :

- Primary school information.



- Student Passports
 - SEN Support Plan
 - National Curriculum Levels.
 - SATS scores
 - GCSE results.
- 9.4 Most information is in the individual student files held in the Special Needs Office.
- 9.5 The following information relating to students is available via the 'T' drive:
- Assessments
 - Support information and strategies
 - Literacy withdrawal groups
 - Strategy notes for staff
 - SEND register
- 9.6 All the above are available to parents.

10. PROVISION

“ provision for a student with special educational needs should match the nature of their needs “(SEND Code of Practice 2015)

- 10.1 The National Curriculum is a statutory requirement for all students. The teacher who makes the curriculum accessible to students with special educational needs enhances the learning efficiency of all others. DIFFERENTIATION is therefore the cornerstone of success.
- 10.2 All staff are involved in the provision involved in SEN Support (8.1)
- 10.3 All students who are registered as subjects of School Action or School Action Plus will have a Student Passport and SEN Support Plan.
- 10.4 All subject staff will have some responsibility for setting, monitoring and reviewing of targets in the Student Passport and SEN Support Plan.
- 10.5 The SENDCO has responsibility for the monitoring of and provision within individual targets
- 10.6 All targets will be reviewed regularly within the school year. In the case of plans relating to behaviour the review periods may be more frequent.
- 10.7 The SEND department works closely with the senior managers of the School with reference to the curriculum and timetable to ensure that:
- a. It is balanced.
 - b. It allows for differentiation according to individual needs.
 - c. It offers equality of opportunity and access to the different curricular and skill areas.



- 10.8 The SEND department offers advice and Inset opportunities to subject departments.
- 10.9 The SEND department works with subject teachers, parents and students in developing individual targets and Pastoral Support Plans (PSP's).
- 10.10 The SEND department:
- Provides expertise in the education of students with :
 - Physical Disabilities
 - Hearing Impairment
 - Supports students in mainstream lessons as often as is possible and/or appropriate.
 - Provides opportunities for individual or small group work in literacy and numeracy.
 - Assists in the preparation of materials for SEND students.
 - Ensures staff are fully informed as to the special needs of any students in their charge.
 - Encourages the completion of homework tasks, ensuring that homework is correctly recorded and communicated with home. Students also have the choice of attending Homework Club if necessary.
 - Through its interaction with students tries to enhance the self-esteem of all the students in our care.
 - Provides, alongside Matron, a system of operation that ensures the safety and care of our students, particularly those with physical difficulties.
 - Encourages the independence of all our students.
 - Provides support, and application for special consideration, for SEND students throughout all exam phases in school.

11. REVIEWING

The review of systems put in place is important to the future development, and improvement of special educational needs.

As part of the reviewing procedure for each student:

- 11.1 Assessment data will be collected.
- 11.2 Teacher comment will be collated.
- 11.3 Parental views will be sought.
- 11.4 Student views will be sought.
- 11.5 All students who have individual targets will have these reviewed three times a year.
- 11.6 Students who have a Statement of Educational Need/EHCP will have an Annual Review.
- 11.7 The conduct of these reviews is compliant with SEND Code of Practice and the directives of the Buckinghamshire Education Authority. Parents are made aware of these by both the LEA and the school.



11.8 Reviews of Policy, Provision and Delivery are made each year by the SENDCO, SENIOR MANAGEMENT and GOVERNORS and reported to parents through the Annual Review to Parents.

11.9 Annual Reviews for students with Statements are held in block periods throughout the school year.

December	-	Year 10
January	-	Year 11
March	-	Year 9 (Transition)
June	-	Year 8
July	-	Year 7

12. PARENT/CARER PARTNERSHIP

We recognise that parents have a key role to play in the education of their children. That role is more acutely relevant in dealing with students who have special educational needs. At Sir William Ramsay we :

12.1 Acknowledge that parents hold vital information and knowledge about their child's difficulties and strengths.

12.2 Try to ensure that they are aware of their child's entitlement both within school and within the education system generally.

12.3 Keep them informed of the provision made for their child.

12.4 Keep them informed of any assessment data involved in the deciding of provision to be made.

12.5 Involve them in the target setting and reviewing aspects of Individual Educational Plans.

12.6 Encourage communication between school and home.

12.7 Encourage, support and clarify liaison with any involved Outside Agency.

12.8 Accept that as a school we need to have flexibility in our response to parents, taking into account factors relating to emotion, knowledge, language, perspective and timing.

12.9 Encourage parents to make contact :



- Directly by phone, letter, e-mail or in person by appointment.
- Through Parent/School Contact books (operated by SEND department for some students).
- Through the behaviour report system.
- Through the school report system.
- Through Student Planners (parents sign and comment each week).
- Through Annual Review Meetings (students with Statements/EHCP's) □
- Through Parents' Evenings.
- Through Academic Review Day.
- Through Parent Partnership Evenings.

13. STUDENT PARTICIPATION

We agree that as students grow there is an increasing need for their involvement in the decision making process of their education.

- 13.1 All students are involved in target-setting in individual subject areas.
- 13.2 Students who have individual targets/ Student Support Plan are involved in target setting and review process.
- 13.3 All students with a Statement of Educational Need/ EHCP are present at the annual review meeting, and are encouraged to express their views.
- 13.4 Students are generally informed of the results of any assessments made.
- 13.5 All students make Option choices for GCSE courses.
We try to ensure that they make informed decisions.
Some students may need advice about the suitability and practicality of some of their choices.
- 13.6 Students with a Statement of Special Educational Need have access to careers advice from Connexions at their Transition review (14).
- 13.7 Some students have particular access to designated staff who they feel they can confide their difficulties or concerns.

As a school we should also be aware of the contact some students may have with other professionals.



14. MONITORING AND EVALUATION

Evaluation of the Special Educational Needs Policy and its effectiveness is continuous. Every review, assessment, meeting that involves special educational needs adds to the process of re-evaluation and, if necessary, change.

However, the governing body of the school is bound by the SEND Code of Practice to report at least annually to parents.

To help in this process, governors:

- 14.1 Are briefed, through meetings, of developments throughout the year.
- 14.2 Make visits to school and see the SEND provision in action.
- 14.3 Use information on performance in National Exams.
- 14.4 Review SEND /Subject strategy.
- 14.5 Take heed of parental comment.
- 14.6 Take heed of student comment.
- 14.7 Access comment from the LEA.
- 14.8 Assess the popularity of the school (because of reputation).

COMPLAINTS CONCERNING THE SEND POLICY AND PRACTICE WILL BE DEALT WITH THROUGH THE SCHOOL'S COMPLAINTS PROCEDURE AS OUTLINED ON THE WEBSITE.

15. INCLUSION

Sir William Ramsay school recognises the importance of inclusion for all students. They should not be disadvantaged by their ability, ethnicity, gender, physical or medical disability or circumstance. The ability to meet provision should be the main criterion in deciding on admission. Therefore:

- 15.1** With appropriate training, strategies and support most children will be able to be educated in a mainstream school
- 15.2** Schools should offer a broad and balanced curriculum as well as alternatives; so that all students can have the opportunity to maximise their potential.



- 15.3** Systems should be in place to identify barriers to learning, assessment and participation, so that appropriate actions can be taken.
- 15.4** Staff should have the highest possible expectations for all students. Staff should be setting suitable learning challenges that motivate students to reach their full potential.
- 15.5** Some students as a result of multi-professional assessment, may be placed in specialist provision. This does not however necessarily mean that the placement would be permanent. There should be some scope for a return to mainstream provision given the correct circumstances.
- 15.6** LEA's allocate students to a school and the school is asked if they can meet the needs.
- 15.7** Students with disabilities should not be placed at a substantial disadvantage to other students. Specialist advice will be sought at all times and aids used appropriately. Sir William Ramsay has a history of managing students of many disabilities.
- 15.8** Where a student has a Statement of Need/ EHCP, the mainstream education can only be refused, against parental wishes, when the school cannot meet the needs of the student or where the student's inclusion would be incompatible with the efficient education of other students. This may include students whose behaviour systematically, persistently and significantly threatens the safety of and impedes the learning of others.

APPENDIX

- i. Hearing Impaired Department.
- ii. Physical Disabilities Department.

Physical Disabilities Department:

Sir William Ramsay was originally designed on one level to enable access for students with physical disabilities. Therefore from its inception, school has been able to accept students with additional physical needs. This ethos within the school is well established. All staff and students are used to interacting and communicating with students of varying abilities. All students, as far as is possible, are fully integrated and have full access to the curriculum. Our students' needs are constantly monitored and where a lesson or a task may not be met in full, we endeavour to adapt and differentiate so pupils can reach their ultimate potential.

Facilities :

The school is predominantly built on one level with ramped areas and support rails to aid access in many areas. In major areas there is automatic door access. In the Performing Arts Centre there is lift access to the first floor. Most students arrive at school by taxi and there are designated parking areas immediately adjacent to the main entrance next to the SEND department area.



The school has a full-time Matron and a well-equipped medical area. There are hoisting facilities, including a ceiling hoist and a portable version in the case of an emergency. There is a physiotherapy bed which can be moved to different levels and angles. We also have disabled toilet access, one of which is accessible via the hoist. In the Technology areas of the school there are specialised tables to allow access, particularly for wheelchair users. Adjustable height tables are available in a cross section of classes to enable students to comfortably access curriculum subjects.

Most students have access to laptops if needed.

Curriculum/Pastoral Support:

All students will have the fullest possible access to the National Curriculum and will generally be taught alongside their peers. In areas where this is not possible, the SEND department will work alongside Teaching staff to look at adaptations and differentiation so the students are able to access lessons with their peers. Alternative support is offered if we feel a need cannot be met in class for example: at a detriment to student safety.

All students are allocated a Learning Support Assistant (LSA). It is department policy not to allocate an LSA for the full timetable (where safety allows). This prevents the students from becoming too dependent on one member of staff. The department also prides itself on promoting all students independence as a skill for life. The LSA will aid the production of work materials and the use of any specialist equipment and software. The LSA will liaise with parents, pastoral staff, subject staff, ICT support staff and other SEN staff to enable continuity of support for the student. Contact with parents is maintained through a home/school contact book. Parents are also welcome to contact the department to discuss any other issues regarding their child. We will contact other appropriate departments if necessary.

For those students who have difficulty accessing PE, the department, LSAs and PE staff continually liaise to differentiate and adapt activities, so as to promote inclusivity. On the occasion that student safety prevails, alternative active support will be given.

Arrangements are made so that all students can access most day outings organised by the school. If a multi-year pastoral trip is organised, an accessible alternative may also be arranged so that students and parents have a choice of which trip to attend.

Exam concessions are granted to match the need of each individual.

Transition:

Students transferring from local primary schools will be visited by the SENDCo and other SEND staff. A programme for transition will be determined. This will include reciprocal visits by staff from both schools. The SENDCo is available to attend annual reviews in year 5 and 6.

Outside Agencies:



The SEND department works alongside several visiting staff whom represent a variety of agencies lending support to students with disabilities. These staff attend annual reviews and in most cases produce written reports and advice.

The following are regular visitors:

- Physiotherapy
- Downs Support Team
- Speech and Language Therapy (SaLT)
- Occupational Therapy (OT)
- ICT support.
- Visual impairment Team (VI)
- Wheelchair Services

Training and Inset :

All SEND staff access Manual Handling training and update their certification when required. Individual staff receive training appropriate to the disability of the student they support. Most SEND staff have and update regularly, a first-aid certificate. All SEND staff are aware of the needs of all students with disabilities in the department. All SEND staff are encouraged to pursue training in areas of SEND which would help their personal and career development. In agreement with the Headteacher, the SEND department organises in-house training during some of the LEA agreed INSET days. Some of these training allocations will be focused on areas of supporting students with physical disabilities.

The SENDCo, Physical Disabilities ARP manager and Matron will ensure both students and staff are aware of the particular difficulties some students with disabilities may present during the school day. Peer support is deemed extremely important to the development of these students and an important part of a whole School inclusivity ethos.

Hearing Impaired Department:

The Hearing Impaired Department is located centrally within the main school building. The school and the department strongly support an inclusive approach, hence students are members of a tutor group and participate fully within all curriculum subjects. Where required, and through discussion with class teachers, individual withdrawal sessions may take place.

Facilities:

The departments resource base is acoustically treated with strategically partitioned working areas to allow for group speech and language therapy, teaching and one-to-one support.

All students are assigned their own set of audiological equipment which is regularly monitored and maintained within the unit using an FP35 Test Box. The majority of classrooms within the school now have acoustic ceiling tiles which meet the new buildings regulations for acoustic treatment. Along with curtains or blinds and carpet or high quality vinyl this teams well to reduce the amount of sound reverberation within the room creating



a positive listening environment for all students. HI students FM/ROGER systems can be connected directly into the computer's sound system providing direct access to media shown on interactive whiteboards. Emergency lights linked to the school's alarm system are fitted throughout the school.

Curriculum/Pastoral Support:

The Teacher of the Deaf maintains a programme of in class observation of all Hearing Impaired Students. Arising from this and in conjunction with teacher feedback, advice reflecting the student's individual needs is provided to subject teachers. Regular liaison with subject teachers is maintained so that student successes can be highlighted, areas of focus can be determined and appropriate support structures can be implemented. When required, and in liaison with curriculum areas, individualised resources can be produced that are designed to enhance the student's learning.

Close links between the HI department staff, curriculum areas and pastoral staff are maintained through formal and informal methods. This provides a framework within which any issues relating to a student's social or academic development can be quickly identified and acted upon as required.

Students are supported by a team of Signing Support Assistants (qualified up to Signature's NVQ level 3 in British Sign Language) and Specialist HI Learning Support Assistants (LSA's). The method of support that is offered is Total Communication, this encompasses British Sign Language, Signed Supported English, Oral or Cued Articulation English. Pre and post teaching can be provided based on the individuals reflecting individual need.

Regular communication with parents is encouraged and maintained with parents via emails, phone calls or a home/school contact book. This communication aids the Teacher of the Deaf in Charge the opportunity to discuss progression and adjust mainstream or specialist approaches as appropriate; to either give greater levels of support or to adapt support which can then give students greater independence and responsibility for their learning.

Transition:

Hearing Impaired students transferring from local primary schools will be visited by the Teacher of the Deaf. A transfer programme will be agreed between Sir William Ramsay and the primary school concerned. This will usually include a series of visits by the Teacher of the Deaf, or Signing Support Workers, initially to work alongside the student in the primary setting.

Additional visits to Sir William Ramsay may be arranged before and after the formal induction day visit so that the student concerned can get to know the HI staff and start to develop their confidence in the new setting. The Teacher of the Deaf will be happy to attend year 5 and year 6 annual reviews. In addition to the above, regular liaison is maintained between the primary and secondary departments and supporting professionals.

Outside Agencies:



A specialist Hearing Impaired Speech and Language Therapist (SALT) works with the department students in line with statement requirements. The Teacher of the Deaf (TOD) and Speech and Language Therapist work closely together designing and presenting programmes of work and monitoring progress.

The Speech and Language Therapist carries out a series of in-class observations during the academic year. From these observations, individual/group work and assessments advice and support for subject staff is provided when appropriate. Programmes of support include individual and/or group work which is focussed developing social skills, communication skills and conversational repair skills.

A deaf role model works within the ARP weekly basis. This is to give students the opportunity to develop or enhance their sign language skills and explore their deaf identity.

Training and Inset:

During the year a programme of training is provided for all teachers and support staff. This focuses on raising and maintaining deaf awareness. As part of their induction new staff meet with the Teacher of the Deaf who provides initial deaf awareness training. Staff are provided with an annually updated booklet of individual SEN Passports also including audiology information, language assessment results and strategies of communicating with deaf students.

Sir William Ramsay School link to Bucks CC local offer and Information for the Local Offer for Buckinghamshire is available at www.bucksfamilyinfo.org/localoffer

The Bucks Local Offer provides information and advice on Special Education Needs and Disability provision, both inside and outside the Local Authority. If you wish to contact Buckinghamshire County Council about the Local Offer please call 0845 688 4944 or email familyinfo@buckscc.gov.uk

Under the Special Educational Need and Disability Code of Practice: 0-25. January 2015, parents of a student with an EHCP are entitled to apply for a Personal Budget.

A Personal Budget is an identified amount of money to support the outcomes of an Education, Health and Care (EHC) Plan which is put under the control of the parents/carers or young person concerned. Contact Buckinghamshire County Council for more details on this.

Call: 01296 382269 or Email: sen@buckscc.gov.uk