



Rugeley School

Special Educational Needs and Disability

Local Procedures

Adopted June 2015

Reviewed: September 2025

Next Review: September 2026

(Company name change Sept 2021)

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 Aspris Children's Services policy	Special Educational Needs and Disability	Number	ACS:33
Setting: Rugeley School	Lisa Price Head Teacher	Signature	L Price
Quality Assured by :	A. Armstong Regional Director	Signature	
Issue date	09/2025	Review date	09/2026

1. Abstract

Rugeley School offers all students a highly bespoke curriculum that encourages them to develop their individuality, confidence, self-esteem and independence. Through effective teaching and adapted learning our highly trained staff team equips all students to gain knowledge, understanding and skills for life. The school mission statement states:

'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.'

Students who enter the school in KS1 will follow an EYFS style curriculum approach working towards targets which support their level of ability this may be the early learning goals or key stage standards. Throughout KS2 to KS5 Rugeley School students will follow one of two curriculum pathways sensory or progressive. This is determined based on their individual needs, peer group and cognitive ability. Class groups consist of a maximum of six students, that have a range of ability. Students participate in a meaningful curriculum, with high expectations, where they are challenged to make at least good progress, through stimulating and dynamic lessons. Student self-regulation is embedded throughout the curriculum alongside a fully integrated model of therapeutic support.

2. Aims

- To ensure that the curriculum is inclusive, informed, structured and builds upon prior learning, meeting the changing needs of all our students.
- To enable students to overcome barriers to learning through self-regulation, support strategies and a personalised curriculum.
- To recognise the individual needs and talents of each student to facilitate development of their intellectual, moral, physical, social, spiritual and creative capacities, underpinned by a respect for British values. To oppose racism, bias, stereotyping and all other forms of discrimination by challenging discrimination whenever it is found in line with the Equality Act 2010. For further information please see appendix point 1.
- To foster an environment that values the voice and views of all our students, parents and carers, staff and other professionals involved with 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 systems 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
- Therapy Room.
- A swimming pool.
- A large gymnasium with an projector (used when we join as a community for assemblies/school performances)
- A fitness suite.
- Outdoor Play Equipment.
- Horticulture garden.
- Forest School

Our classes have a maximum of 6 pupils and enhanced staffing ratios. The classrooms have visual and physical structures to ensure the young people understand the expectations for teaching and learning. Our classrooms have access to interactive whiteboards, desktop computers or laptops 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.

We use information from each young person's Education Health Care Plan (EHCP) 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.

The 'Annual EHCP Review' is a process involving consultation with the LA, parents/carers and any other professionals involved with the young person. It is an opportunity for all people involved 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. Recommendations for changes to the EHCP will be sent to the local authority following the review meeting.

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 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.

Resources are regularly monitored to evaluate their effectiveness and efficient usage.

Strong links are maintained with external agencies to support therapies, medical needs, and specialist advice.

8. Therapy and Health

Every young person who attends Rugeley has the opportunity to access therapeutic support. As part of our transition process our Therapy Team will meet and assess their individual needs and provide a detailed programme for the pupil's 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. Rugeley School works to develop staff expertise whilst building on existing knowledge and skills.

All colleagues receive regular training in SEND through 5 INSET days/twilight sessions, external CPD opportunities, and Aspris Academy e-learning modules.

- Training needs are identified through performance management, lesson observation, ILP/EHCP reviews, and whole-school improvement planning.

- Specialist professionals (e.g. educational psychologists, speech and language therapists, occupational therapists, CAMHS practitioners) are used to provide targeted training linked to identified student needs.
- New colleagues receive a wide range of compulsory induction training including but not limited to SEND, safeguarding, and inclusive classroom practice.
- Peer mentoring, coaching, and sharing of best practice are embedded.
- The impact of training is evaluated through student progress, lesson quality, and feedback from colleagues and parents/carers.
- Training priorities reflect the School Development Plan (SDP) national guidance, including the SEND Code of Practice (2015) and Equality Act 2010 duties

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.