

RIDGEWAY SECONDARY SCHOOL

SEN Information Report

January 2021

SENDCo: Mr J Worton

SEND Governor : Mrs D Munford

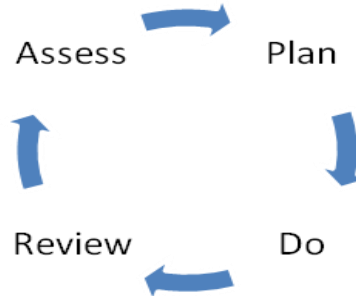
Deputy SENDCo: Mrs S Trevethick

Contact: SEND@ridgewaysecondary.org.uk

Whole School Approach:

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs. (**Reference:** Teaching & Learning Policy)

Assess: Whole school / setting monitoring and tracking of vulnerable groups including SEND: attainment, pastoral, subject based. Groups and individuals identified.

Plan: Education Setting profile and other monitoring activities inform strategic planning of intervention to dovetail with Quality First Teaching.

Do: High Quality First Teaching and high aspirations for all ensure additional interventions are planned and monitored to ensure closing the gap for vulnerable learners.

Review: Monitoring cycles provide a robust evidence base for reviewing actions taken, intervention delivered and planning the next steps strategically across the school / setting.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

SEN Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

Difficulty in speaking to adults outside the family Immature speech sounds. Requires repetition, slow pacing of language and use of key words. Following simple instructions.

2. Cognition and learning

Where a child's skills in one or more areas of learning are between 3 and 6 months below the average for that developmental age group. Concentrates for only a very short period of time. Continuous use of multisensory activities needed to reinforce learning and provide meaningful experiences. Exploration through play – preference and schemas developing which might be of limited variety.

3. Social, emotional and mental health

Plays alongside, rather than with other children. Predominantly ego-centric – theory of mind/ability to empathise with others gradually emerging at later stages. Emotional literacy and awareness of feelings gradually developing through play, stories and use of language. Picks up on feelings/ behaviours of others – e.g. tone of voice, body language etc. which might affect behaviour. Difficulty sharing, taking turns or accepting support from adults. Child follows simple everyday rules and routines that are clearly set out and frequently reinforced by staff.

4. Sensory and/or physical needs

Less agile than might be expected for children at child's age. Eye-hand coordination slowly developing at a slower rate than would be expected for age. Laterality (left or right preference) not firmly established. Not reliably toilet-trained and has occasional accidents. Difficulty dressing and undressing independently. Chronic (everyday) medical condition that requires regular medication during the day e.g. mild asthma. History of conductive hearing loss. Temporary mild hearing loss (no hearing aids). Recently prescribed glasses and needs to be encouraged to wear them. Patching/ treatment for squints.

(Reference: SEN Policy)

As of Jan 2020, we have 14% of children or young people receiving some form of SEN Support and 5 with an EHCP (Educational Health Care Plan).

We have internal processes for monitoring quality of provision and assessment of need. These include reviewing pupils' individual progress toward their goals on a termly basis, reviewing the impact of interventions on a regular basis, monitoring by the SENCO and holding annual reviews.

SEN Provision

Our approach to identification and assessment of special educational needs is set out in our SEN Policy. We have set out below summary information on the school's approach to SEND which covers the following areas:

- teaching pupils with SEND
- adapting the curriculum and learning environment for pupils with SEND
- how additional support, equipment and facilities are made available for pupils with SEND
- assessing and reviewing the progress of pupils with SEND
- promoting inclusion between all pupils regardless of whether they have SEND
- supporting the social, emotional and mental development of SEND pupils (including additional pastoral support arrangements)
- evaluating the effectiveness of our SEND provision.

Where the school needs additional support or expertise to meet the needs of a pupil with SEND, it may be necessary to call upon support from external agencies (e.g. Educational Psychologists, Speech & Language Therapists, other Local Authority services, Occupational Therapists etc). Our approach in such situations is to involve the relevant parties including parents/guardians, the pupils' and external agencies in decision making.

Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event
Regular Meetings
Phone calls
Emails
Annual or Mid Term Reviews
Assessments
Referral to external agencies

There are external support services available for parents of children with SEND. The contact details for these services are set out below:

Staff contacts and development

The SEND provision within our school is co-ordinated by the SENCO. Our SENCo is Mrs S Trevethick/Mr J Worton who can be contacted at the school by calling 01527 892867 or emailing slt@ridgewaysecondary.org.uk. Our Safeguarding and LAC lead is Mr M Bennett who can also be contacted at the address listed above.

We are committed to developing the ongoing expertise of our staff. We have the current expertise in our school:

Initials of person	Area of expertise	Level
JW	Assistant Headteacher	SLT
ST	Deputy SENDCo / Head of KS2	SLT
KH	SEND Administrator	Support Staff
MMc	Specialist TA in SALT and Intervention	Support Staff
CG	Student and Family Support Worker	Support Staff
SB	Alternative Provision Lead	Support Staff
NG	Alternative Provision Practitioner	Support Staff

This year, we have put in additional training into new software to report track and monitor progress and provision in school. Staff have been trained on the use of pupil passports to integrate strategies into the classroom for those with SEND.

Staff have received PACE training about trauma as well as TA's receiving dyslexia training and developing the frequency and effectiveness of WAVE 2 and 3 interventions adhering to the graduated approach.

The whole staff body will be in receipt of AET training alongside ADHD training due to the make up of the schools students with SEND.

Deployment of Resources

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

Where possible those students who require support will be supported by no more than 3 Teaching Assistants throughout a 25 hour teaching week. Teaching Assistants meet regularly with the SENCo to discuss arising concerns and interventions led by Teaching Assistants are completed with a graduated approach. Training is regularly updated and skills audits allow Teaching Assistants to access high quality and bespoke CPD

Children with SEN or disabilities may, from time to time, require access to different equipment or facilities. We will aim to support these needs following an evidence based approach utilising internal and external resources.

School Partnerships and Transitions

The School works with several external partners including: [set out brief details including as a minimum health contacts, social care contacts, LA support services and voluntary organisations]. Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

We believe this has benefited our children/young people and their families in the following ways:

The School works closely with the local authority which retains a strategic role across its area to support SEND provision. Details of that support are set out in the local authority's local offer which can be found at:

http://www.worcestershire.gov.uk/info/20536/education_and_schools_the_local_offer

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

This year, we worked with our feeder partners to welcome a number of children and young people with special educational needs or disabilities and we supported a number of children and young people transition to the next phase in education.

Our approach involved working closely with SENDCo's, teachers and leaders within schools to ensure a smooth transition in order to maximise progress and student development.

We closely monitor children and young people's destination data.

Complaints

Our complaints procedure is on the school website. This enables parents of all registered pupils at the school to raise concerns about the school. Please note that appeals and complaints about decisions taken by the local authority should be made to that body. The school's complaints procedure cannot be accessed to resolve such complaints.

For parents who require additional independent advice and support, there is a service available within Worcestershire area. The SENDIASS service can be contacted by phone on 01905 768153 or by email sendiass@worcestershire.gov.uk.

Challenges this year

The attendance of pupils who have special educational needs (SEN) and/or disabilities, but who do not have a statement of special educational needs or an education, health and care plan, is too low. Too many pupils who have SEN and/or disabilities are excluded from school.

Reduce exclusions for pupils who have SEN and/or disabilities by analysing the reasons why pupils are excluded from school and identifying strategies to improve matters.

The leadership of provision for pupils who have SEN and/or disabilities requires improvement.

Further development

Our strategic plans for developing and enhancing SEN provision in our school next year include:

SEND Register Review – In accordance with SEN Approach, NASEN and School Educational Psychologist

Enhancing the delivery of bespoke interventions for those on the SEN Register, Targeted support and Vulnerable Learners Registers.

Enhancing the communication platforms that we use between school and parents to provide a continuous communication pathway with parents.

Introducing and embedding Pupil Passports via Provision Map.

Developing an alternative curriculum at KS4 for students with complex needs through accessing additional funding.

In preparing this report we have included staff, parents and children and young people through consultations.

Relevant school policies underpinning this SEN Information Report include:

- SEND Policy
- Accessibility Plan

Legislation and Guidance considered when compiling this report include:

- Children & Families Act 2014
- SEND Regulations 2014
- Equality Act 2010
- Mental Capacity Act 2005
- SEND Code of Practice 2015