

**SEN INFORMATION REPORT**

Ridgewood School is an academy school overseen by a single-academy trust. The proprietors of academy schools must publish information on their websites about their implementation policy for pupils with Special Educational Needs (SEN). That information must be updated annually and any changes during the year must be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014.

An SEN Information Report must include the information tabulated below. It must cross-reference the School's SEN Policy, Accessibility Plan and show how the school meets its duties under the Equality Act 2010 (and updates issued in 2012).

<b>The kinds of special educational needs that are provided for in school</b>
The school provides support for students with wide ranging needs, including students on the Autistic Spectrum (also known as Autism, ASD, Asperger's Syndrome), students with visual and hearing impairments, students with physical difficulties, and students with specific learning difficulties such as dyslexia or dyspraxia. Many of our students have multiple needs, and our curriculum is reviewed annually to ensure that the needs of all students can be met.
<b>The name and contact details of the SENCO and further contacts where parents or carers may have concerns</b>
Mrs K. McMahon - SENCO (Special Educational Needs Co-Ordinator) Miss J. Kaye - Deputy SENCO Mrs M. Westerman – SENCO Administration and Enquiries.
<b>Policies for identifying children and young people with SEN and routines for assessing their needs</b>
<ul style="list-style-type: none"> <li>• Ridgewood School SEND (Special Educational Needs and Disabilities) policy</li> <li>• Ridgewood School Safeguarding Policy</li> <li>• Ridgewood School Pupil Premium (disadvantaged) Policy</li> <li>• Ridgewood School First Aid Policy</li> <li>• Ridgewood School Managing Medicines in School Protocol</li> <li>• Ridgewood School Equality Policy</li> <li>• Ridgewood School Accessibility Policy and Plan</li> <li>• SEN and Disability Act 2014</li> <li>• Equality Act 2010 (including 2012 updates)</li> <li>• Keeping Children Safe in Education 2018 (often shortened to KCSiE)</li> </ul>
Identification of special needs and disabilities takes place as an on-going process throughout a young person's journey through the school; whether at Year 6 transfer, in a mid-year move from another school or locality, on upon entry to our Post 16 provision.

When students arrive in Year 7, we use information from their primary school alongside their KS2 data. We also conduct CATs (cognitive ability tests) in order to assess their needs, to identify if intervention to support literacy or numeracy is required, to assess potential and to set targets for students as they move through the key stages.

Information from our primary pyramid about students already receiving in-school support (SEN Support (K)), or with an Education Health and Care plan (EHCP), or SEN Support (E)) is shared prior to entry in Year 6, with the SENCO attending primary reviews. Information sharing about wider family support (Early Help) occurs through Team Around the Child (TAC) and Team Around the Family (TAF) multi agency meetings.

During the year, teaching staff will refer students directly to the SEND team where they feel there is a concern with learning or progress. Parents and carers can contact the SENCO for individual discussions about their child's needs.

All mid-year arrivals are involved in a series of baseline assessments, including the NFER CAT (Cognitive Assessment Test) and a reading and spelling screening, which help to identify additional and specific learning needs. Results of this testing can trigger additional specialist testing and referral to external agencies, including the Educational Psychologist, in order that a tailored provision can be planned (My Support plan) and delivered.

From Year 9, additional screening and specialist testing occurs to identify those students for whom Exam Access Arrangements (EAA) are required. Such support can then be in place for the transition to Key Stage 4, and Key stage 5.

#### **Arrangements for consulting parents of children with SEN and involving them in their child's education**

Parents and carers of young people with SEND are consulted and involved in planning and reviewing their child's targets, support and any testing, screening and referrals in the following ways:

- Telephone, email conversations
- Pre-planned appointments with the SENCO and members of her team
- Upon parent or carer request through the school's website 'contact us' facility
- Parent consultation evenings, welcome evenings and open evening events
- Annual review processes prior to starting at the school (for students with an EHCP)
- Planned transition meetings within our primary pyramid
- Meetings with school nursing and healthcare, where a young person has additional needs of a medical nature which require in school support as part of their SEN plan

#### **Arrangements for consulting young people with SEN and involving them in their education**

Students with SEND are involved in scripting their own 'One Page Profile', which describes their strengths and difficulties, and identifies ways that staff and other adults can support them. This co-planned document is shared with all teachers and support staff in school.

Students set their own targets in relation to their specific needs, and are supported to review these during the year. Many students are involved in actively planning their own provision alongside the teacher, such as by identifying the subjects and topics in which they require specific support.

Changes in provision are discussed and agreed with the young person, and students with disabilities are encouraged to review their support and provision in light of any routine, staff, or room changes, in order that changes, which may limit their access to the curriculum and the site, can be avoided.

**Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review**

The progress of all students is reviewed and evaluated once per half term and this is reported home (progress, attainment and attitude) through the Creating Futures (CF) cycle. At each CF review, parents and carers are encouraged to discuss concerns with teaching staff or a member of the SEN team, in order that provision can be reviewed and adjusted where appropriate. Students review their own progress towards their targets as part of the CF cycle, and through a conversation with a member of the SEN team (their key worker). Additionally, both parents / carer's and the young person have the opportunity to discuss progress at a parent consultation evening, where they have a series of subject specific appointments to review both progress and outcomes.

**Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society**

The school has a robust transition programme between Key Stages 2 and 3, with effective data and information sharing to support the needs and progress of all students. (See the section 'Policies for identifying children and young people with SEN and routines for assessing their needs' for more detail.)

Between Key Stage 3 and Key Stage 4, young people with SEN are guided through our options programme, with one to one interviews and curriculum planning to ensure that their onward pathway meets their needs in terms of academic outcomes and life ambitions. At this time, our students are identified for Exam Access Arrangements (EAA) and any additional support to promote their developing independence (such as travel training). Students' SEN targets reflect their long-term aims and ambitions, as well as the short-term targets, which will support these long-term goals. Careers advice and guidance is prioritised to ensure that young people with SEN have a good awareness of the routes and opportunities available to them

Between Key Stage 4 and Key Stage 5 young people with SEN are supported through their own specific post 16 plans, which may include supported visits to Post 16 providers, travel planning, applying for a bus pass, completing of application forms and practice interviews. Students are supported from KS5 into university with accompanied visits, disability and access to university support planning, and support with the UCAS application and interview process.

Students with an EHCP are additionally supported through review and adjustment of their EHCP to ensure that it meets their needs moving forwards (up to age 25)

**Approach to teaching children and young people with SEN**

Classroom teachers differentiate their planning, tasks and resources to meet the learning needs of students with SEN to ensure that students can access learning, make progress and achieve their outcomes. All teachers become familiar with the needs of students with SEN through their One Page Profile, SEN plan, and information sharing through staff briefings and staff training. The

school has a team of classroom based Higher Level Teaching Assistants (HLTA) and Teaching Assistants (TA) who are able offer support to students with SEND in the classroom across all Key Stages.

**How adaptations are made to the curriculum and the learning environment of children and young people with SEN; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEN**

Students with SEN access a broad and balanced curriculum in line with all students at the school. Teaching and Learning is differentiated in order to meet the needs of each learner, and additional support in class is provided through HLTA and TA.

All teachers use data to support their differentiation and planning, and the 'One Page Profile' detailing each student's strengths and difficulties provides further information to support this process.

Some students may access specific and time limited interventions, including small withdrawal group teaching, for identified needs such as spelling, comprehension or handwriting. Those students with the most complex needs may access a more specialist-adapted curriculum.

Recent examples of such curriculum adaptation include a 'nurture' curriculum in Year 9, to support a specific group of students with complex needs; and an 'Alternative Provision' curriculum to support a specific group of learners with social, emotional and literacy difficulties.

**The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured**

HLTA and TA are recruited to a 'minimum qualification' level to ensure that they are appropriately skilled to both support and challenge students across the full range of the curriculum. All engage in a training package that ensures an understanding of SEN needs, safeguarding, and classroom pedagogy. Specialist training is undertaken regularly throughout the year, and is supported by the Local Authority SEN team, Educational Psychologist and ASCETs (autism) team.

The school works closely with multi agency partners to ensure that the needs of all students are met effectively. Those partners include Learning Central and North Learning Centres, The Doncaster Children and Families Team, Doncaster Social Care Services, The Early Help Hub, The Child and Adolescent Mental Health Team (CAMHS), the School Nursing Team, Doncaster Safeguarding Children Board (DSCB) and the Looked After Children (LAC) Virtual School,

**Evaluating the effectiveness of the provision made for children and young people with SEN**

The school reviews its provision, and the impact and effectiveness of that provision annually through a variety of processes including Self Evaluation (SEF), the school development plan (SDP), Local Authority audit processes, Governing body challenge and SIP (School Improvement Partner) visits.

The school works with National and Specialist Leaders in Education (NLE and SLE) from Outstanding schools across the country to develop links, share good practice and review and develop its own provision

**How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN**

Students with SEN are positively encouraged to engage in all aspects of school life, and are supported to do this in a variety of ways. Examples include students who take on leadership roles through the school Prefect system, students who are supported by an adult to enable them to attend an after school activity, and students with physical disabilities who are supported with a one to one exercise routine alongside a whole class activity.

Students with SEN are supported to participate in our House competitions and events, such as staging a musical production for the London Symphony Orchestra, or taking part in the House 'Talent Show'

**Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying**

Social and emotional and well-being development are addressed for all students through the school's PHSCE program. Students with SEN are able to access additional coaching, teaching and support through our Link and Validus provisions, for either one to one support, or small group programmes.

Students with SEN are supported to report and share concerns about bullying, and are monitored through Key Workers and adults within the behaviour team to ensure that their voice is heard, and they are able to share their thoughts and feelings appropriately.

**How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families**

The school has staff trained as Lead Practitioners for Early Help, who are able to assess wider family need and coordinate multi agency support packages for families and individuals.

The school works with external agencies and specialists such as CAMHS, school nursing and the ASCETs team who provide on-site support and consultation, alongside direct work with students. The school employs a full-time young persons' counsellor for face to face appointments and drop in clinics

**Arrangements for handling complaints from parents of children with SEN about the provision made at the school**

The school encourages parents and carers to discuss their concerns with subject teachers, members of the SEN team, and the SENCO informally in order to resolve concerns and complaints. This can be initiated by using the 'contact us' section of the website.

Where it is not possible to resolve a difference in this way, a formal complaints procedure is available from the website, or as a paper copy on request.

**Details of the school's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published**

As part of the Children and families Bill, Local Authorities are required to develop a 'Local Offer', which will provide information for students with SEND and their parents/carers in a single place. This will help you to understand what services you and your family can expect from the school and a range of local agencies.

The Local Offer details how schools support inclusion, equality and access to school by students with SEND.

The local offer for Doncaster can be found here:

<http://www.doncaster.gov.uk/services/schools/local-offer-send>