



Ribblesdale High School

SEN Information Report

2018-19

1. Introduction

Welcome to our SEND information report which is part of the Lancashire Local Offer for learners with Special Educational Needs and Disability (SEND). All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of the school's policy for pupils with SEND and the information published must be updated annually. The required information is set out in the draft SEND regulations which can be found via the link below:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

At Ribblesdale High School we are committed to working together with all members of our school community. Hence, the local offer has been produced in collaboration with pupils, parents/carers, governors and members of staff. We would welcome your feedback and future involvement in the review of our offer. The best people to contact in order to do this.

Simon Hughes, SENDCO
Helen Rose, SEND Governor
Stephen Cox, Headteacher

If you have specific questions about the Lancashire Local Offer please look at the Lancashire Local Offer website by clicking here (<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>). Alternatively, if you think your child may have SEND or require any further guidance, please contact Simon Hughes (SENDCO) on 01 200 422563. All policies are available on the schools website.

Key Staff and Expertise

Mr S Hughes – SENDCO, Specialist Support Teacher, BA (Hons) National Award for SEN (NASENCo Award)

Mrs S Marshall – Assistant SENDCO (Teaching Assistant Level 3 Qualified)

Mrs L Wyper-Shaw – Special Educational Needs and Disability Officer (Lancashire SEND)

Mrs P Pinder – Specialist Teacher (HI)

Ms P Vinther – Specialist Teacher (VI)

Dr S Reilly – Consultant Paediatrician

Dr Louise Jones Educational Psychologist (Lancashire SEND)

Equipment and facilities

Ribblesdale High School is spread over seven blocks. The main building and the majority of outer buildings are two storey. There is no wheelchair access to the upper levels and it is important to note that the stairs and corridors are quite narrow in some places and there is the potential for congestion at lesson changeover. The school does not use height adjustable tables as a general rule, although there are adjustable height chairs available if required.

An audit of the visual environment was completed prior to the entry of a pupil who is registered blind. The recommendations made were implemented and are reviewed and kept under scrutiny. An assessment of the auditory environment has shown good acoustics in some areas of school which are carpeted and have window blinds and wall displays. However, the dining rooms, main hall and sports hall can have poor acoustics. As a school we have specialist equipment for visual and hearing impairment needs. We purchase equipment based on the needs of the individual and within the remit of the budget of the school. Where specialist equipment is needed for any pupil with SEN, a request will be made to the Senior Leadership Team of the school.

The school has a One to One device scheme which gives all pupils access to an electronic device. This is currently available to all Key Stage 3 pupils with a continued roll out for future entrants to the school. This allows pupils to self-differentiate using applications such as the Microsoft Learning Tool and all staff receive regular training in the best use of such resources to support Quality First Teaching.

2. Our Approach to Teaching Learners with SEND

At Ribblesdale High School we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We aim to create an inclusive culture in our school in which we are responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills. Most importantly, we strive to create a learning environment which is flexible enough to meet the needs of all members of our school community. We regularly monitor progress of all learners, and staff continually use assessment to inform next steps in learning. For more information on our approach please see our Teaching and Learning Policy on the Ribblesdale High School website. In addition, our School Improvement Plan is focused on developing the highest standard of learning for all and the best possible outcomes for pupils.

Teaching approach

We are committed to making reasonable adjustments to ensure participation for all. Furthermore, all staff are aware of Equality Act 2010, noting that this legislation places specific duties on schools not to discriminate, harass or victimise any child due to a protected characteristic as defined in the Equality Act. It is also recognised that the school has a responsibility to make 'reasonable adjustments'.

The Equality Act 2010 definition of disability is:

“A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to day activities.”

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEN and disability legislation.

For more information about the Equality Act, protected characteristics or duties required of public bodies, please click here (<http://www.legislation.gov.uk/ukpga/2010/15/contents>)

Catering for different kinds of SEND

All pupils on the SEN register at Ribblesdale High School receive support through Quality First Teaching in the classroom. Teachers also use the Pupil Passport system to enable them to differentiate for our pupils with different types of Special Educational needs such as:

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and Physical

Identifying and assessing pupils with SEND

At different times in his/her school career, a child or young person may have a special educational need. The Code of Practice defines SEN as:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them”.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally accessed by others of the same age in mainstream schools or mainstream post-16 institutions

Classroom teachers, support staff, parents/carers and the learners themselves will be the first to notice a difficulty with learning. At Ribblesdale High School we ensure that the assessment of special educational needs directly involves all of these key stakeholders. The Special Educational Needs and Disability Co-ordinator (SENDSCO) will also support with the identification of barriers to learning. We have a range of assessment tools within school which we use in order to support those pupils who may have previously unidentified SEN.

For some learners we may need to seek advice from specialist teams, agencies or persons. In our school we have access to various specialist services provided by Lancashire County Council, which are described

on the Lancashire Local Offer website available via this link (<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>)

Ribblesdale High School has access to the Educational Psychology Service, specialist teachers, speech therapists, occupational therapists and a school counsellor. We also employ an Assistant SENDCO, one HLTA and 6.4FTE teaching assistants who support our pupils in class and small group interventions. In summary, when assessing pupils for special educational needs, the methods below are the main identification tools used by the school:

- Staff concern
- Parental concern
- Dyslexia Screener
- Dyscalculia Screener
- SNAP Assessment
- Whole school monitoring systems
- Pupil concern.

The SENDCO works with all staff to ensure that pupils who may need different support to that normally found within the classroom are identified as early as possible. The school has primary liaison with feeder primary schools during the summer term to identify those pupils currently at SEN Support and with an Education, Health and Care Plan. Identified pupils are assessed using standardised tests for reading, writing, spelling and mathematical ability.

Updates are made annually, or more frequently if needed, and the school will refer to external agencies for assessment or diagnosis as appropriate (following consultation with parents/carers).

It is important to note that the school will not identify pupils as having special educational needs unless we are taking action that is 'additional to or different from' that which goes on in the classroom or elsewhere as part of our differentiated approach. The school will take into account the views of parents when assessing and meeting the needs of pupils with SEND.

Updates are made available to staff by the SENDCO via SIMS, staff briefings, the weekly bulletin, email and face to face meetings. External training is available to support staff, and within the SEND team staff have a range of specialist skills. These include expertise in ASD, ADHD, VI, HI, speech and language, numeracy (some to advanced qualifications). As a school we work within the examination board guidelines to put into place access arrangements that are appropriate and meet the needs of each individual pupil.

Learners can fall behind in school for many reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn, they may not speak English very well or at all or they may be worried about different things that distract them from learning. At Ribblesdale High School we are committed to ensuring that all learners have access to learning opportunities, and where pupils are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

Our SEND profile for 2018-19 shows that we have 6.7% of children identified as having SEND, and 0.7 % of those have an Educational Needs or Education, Health and Care Plan. Of those children identified as having Special Educational Needs the following breakdown applies:

- 47% linked to Cognition and Learning
- 42% linked to Communication and Interaction
- 11% linked to Physical and Sensory

What we do to Support Learners with SEND at Ribblesdale High School

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards detail the expectations of all teachers, and we at Ribblesdale High School are proud of our teachers and their development. The Teacher Standards are available via the following link

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers_Standards.pdf)

Classroom based support and intervention can take place through one to one, small group or whole class settings. Subject based intervention is usually provided by subject specialist staff and through a team of experienced teaching assistants. Intervention can take place during or after the school day.

Literacy intervention is available through timetabled lessons and activities, and is a priority of the school designed to promote independent learning and full access to the curriculum. There are desk top PC's, tablets and surface devices available in school to enhance the learning process and to assist identified pupils with handwriting and recording difficulties. There is a range of equipment available within school for pupils with visual difficulties and each teaching and non-teaching member of staff is given relevant training. Specialist nurses and agencies are able to provide advice and strategies for teaching pupils with SEND and medical conditions. Staff are also provided with student passports which outline key information for each pupil and recommended strategies of support.

Our teachers will use a range of strategies to adapt access to the curriculum. There may include:

- Visual timetables
- Writing frames
- Net Books, lap tops or other alternative recording devices
- Peer buddy systems
- Positive behaviour rewards system.

Each learner identified as having SEND is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome any barriers to learning which have been identified. This support is described on a provision map which, whilst it does not detail the individual learner names, describes the interventions and actions that we undertake at Ribblesdale High School to support learners with SEND across the year groups. We modify the provision map regularly, and it changes every year, as our learners and their needs change.

Adaptations to the curriculum and learning environment

Adaptation to the curriculum are made in accordance with The Equality Act 2010, and SEN code of Practice 2014. Assessments are modified for pupils with physical or SEN needs. Specialist equipment can be / is purchased when required by Educational Health Care Plans or specialist teachers. Curriculum leaders also seek advice from the SENDCO for the most appropriate level of entry for the pupils. The school also offers limited subjects as a vocational route, or alternative educational pathways.

Evaluating effectiveness

Monitoring progress is an integral part of teaching and leadership within Ribblesdale High School. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the **'Assess, Plan, Do, Review'** model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENDCO, teacher, parent/carer and learner agree what the expected outcomes would be and a baseline will also be recorded, which can be used to evaluate the impact of the provision. Children, parents/carers and their teaching and support staff will be directly involved in reviewing progress. This review can be built in to the intervention itself, or it can be a formal meeting held at least once a term, where we all discuss progress and next steps. If a learner has an Education, Health and Care Plan (EHC plan) or Statement of Educational Needs the same termly review conversations take place, but the EHC plan or Statement of SEN will also be formally reviewed annually.

Safeguarding all pupils effectively is a school priority and as such attendance, progress, behaviour and engagement is monitored and reported upon regularly, ensuring the quality of provision. Offsite provision, when utilised, is monitored carefully with reference to appropriate outcomes in line with expectations. If a learner is identified as having SEN, we will offer provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome identified barriers to learning. The SENDCO collates the impact data of interventions to ensure that we are only using interventions that work. Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and governors. Our school data is also monitored by the Local Authority and Ofsted.

3. Consulting with Pupils, Parents and Key Stakeholders

Parents:

The school website provides contact email addresses and telephone numbers for general enquiries. Full details as to how to contact staff, and which member of staff is the most appropriate contact are given on the website. At the transition meeting for new starters to the school, key staff members are introduced to parents and pupils. Additional contact days are made available for Year 6 pupils to come and experience a working day in our school.

The school hosts annual Parent Consultation Evenings and we also offer a range of transition events at which key members of the SEN team are available. We have an 'open door' policy but cannot always guarantee key staff will be able to see parents without an appointment. However, in an emergency the Senior Leadership Team will endeavour to respond to the situation quickly and effectively. Tours of the school, including during the ordinary working day, are available on request. Interim assessment is formally reported to parents at regular intervals throughout the school year. Additional contact is expected and routinely made if there is an area for concern or celebration.

Parents are consulted regularly on key issues. Feedback is actively pursued by report slips, school planners and subject specific responses and school practice is adjusted and reformed in the light of this

feedback. Pupil Passports are sent to parents twice in an academic year at which stage information and feedback can be provided to enhance to accuracy of pupil information. There is a strong parent representation within the school's Governing Body and when a vacancy arises or a term of office expires, vacancies are advertised via the website and by letters home. Parents then apply for the vacant positions as set out under the constitution. There is also a governor linked with SEN who reports back to the Full Governing Body. The Home/School Agreement is signed at the start of each academic year and explicitly supports safety and safeguarding for all. Parents are encouraged to complete feedback information sheets and questionnaires after visits to school, Parents Consultation Evenings as well as web site feedback. Reports emphasise the involvement of key agencies and the impact in each case. This leads to regular and comprehensive reviews of provision.

Pupils:

The school has an active buddy system running across the year groups, enabling older pupils to support and mentor younger or more vulnerable pupils. Ribblesdale High School has a strong pupil voice system; pupils are asked to complete pupil voice questionnaires about school, their learning and wellbeing on a regular basis. There are pupils in key leadership roles, from whom regular feedback is obtained. Pupils are involved in active citizenship and enrichment programmes, designed to develop pupils' life experience and skills. Pupils with additional needs are able to make their views known through the pupils' advice collated during Annual Reviews, as are parents.

Involving key stakeholders

The school works closely with other agencies to focus on the identification and provision for those children who have an educational need. All the services involved with the school are regarded as being part of a working partnership whose aim is to provide, as highlighted in the Code of Practice (0-25), integrated, high quality, holistic support, which focuses on the needs of the child. The following services/agencies are available:

- Educational Psychology
- Inclusion Development Support Services (IDSS)
- Lancashire Information and Advice Service (IAS)
- Ethnic Minority Achievement
- Lancashire Education Medical Services
- Speech and Language Therapy
- Sensory and physical impairment (IDSS)
- Emotional and behaviour support
- Social Care
- Health Services
- East Lancashire Child and Adolescent Services (ELCAS)
- Early Prevention and Help
- Colleges and Primary Schools

4. Transition Support

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving in to employment. Ribblesdale High

School is committed to working in partnership with children, families and other providers to ensure positive transitions occur. Planning for transition is part of our provision for all learners with SEND. Moving classes will be discussed with you and your child. Transition to secondary schools will begin in the summer term of their Year 5, to ensure time for planning and preparation. Our partner primary schools are a supportive and welcome contact and there is regular liaison through involvement in annual reviews, transition meetings, with the Year 7 Pastoral Team and through regular lessons being taught by specialist subject staff in some of the feeder primary schools. Close liaison with other secondary schools and post 16 providers takes place through joint courses which pupils with special educational needs are encouraged to follow. Liaison between local area SENDCOs' takes place every term and meetings are held for Lancashire SENDCOs' three times a year where information is disseminated and best practice shared. The school works with feeder primary schools and Information and Advice Service from Year 5 through to arrival in Year 7. The school holds an Open Evening each year in September and parents are encouraged to attend. Follow up meetings are offered on a one to one basis with the SENDCO. Transition visits start in the spring term for some students, following early liaison with feeder schools and individuals and small groups of pupils are given increasing access to the school, via pre-arranged visits. Year 6 pupils are also invited to join in Taster Day activities.

5. Inclusivity in activities

All learners should have the same opportunity to access extra-curricular activities. At Ribblesdale High School in we offer a range of additional clubs and activities and these can be found on our school website.

The school does not offer child care before or after school. Breakfast is available each day from the dining room. There is a range of extra-curricular activities available to all pupils. Some charges are applicable e.g. transport costs and individual music tuition. Activities include sport, music, debating and drama. The school provides enrichment opportunities from Year 7 - 11, as part of the whole school curriculum. All clubs, activities and trips are available to all pupils, but may be subject to risk assessment, and some trips and visits are subject to a voluntary contribution from parents/carers. The school operates a buddy system through which older pupils offer guidance, help and friendship support to younger pupils. The school makes The Hub available to socially or emotionally vulnerable pupils and actively promotes social integration and friendship support under the supervision of adults. Teachers, support staff and other adults will signpost vulnerable young people to the Hub for support.

Every child in Year 10 has the opportunity to take part in work experience. The SENDCO liaises with the Information and Guidance Coordinator responsible for work experience to ensure appropriate placements for pupils with SEND. There are opportunities for vocational courses for pupils with SEND where appropriate.

6. Online safety

Safeguarding is of paramount important to all staff in school and we recognise our duty in terms of online safety. Further information can be found in our Child Protection and Online Learning policies. There is also an online safety training and awareness session provided by the school and, where necessary, this is differentiated for our SEN pupils.

<http://ribblesdale.org/sites/default/files/Pupil%20Network%20Use%20Policy%20June%20%202018.pdf>

7. Handling complaints

Parents are partners with the school and are welcome to query decisions made by the school through the school's designated channels as laid down in the school documentation. The Local Authority complaints procedure adopted by Ribblesdale High School will be followed. If, after pursuing complaints the parents are not wholly satisfied with the response of the school, they may wish to seek further advice/assistance from the Local Authority. If at this point they do not agree with the school's and Local Authority's decision, they have the right to appeal to the authority's SEND Tribunal.

8. Spending the budget

Ribblesdale High School receives funding directly to the school from the Local Authority to support the needs of learners with SEND. Ribblesdale High School also receives funding from the Local Authority which is distributed as 'top up' funding for learners who require support exceeding that which is available to the school. The top-up funding for 2018 - 19 is £27,060.

9. Local Offer

<http://ribblesdale.org/sites/default/files/Local%20Offer%20-%20%20September%202018.pdf>

10. Named contacts

SENDCO: Mr Simon Hughes shughes@ribblesdale.org 01200 422563

Assistant SENDCO: Mrs Sam Marshall smarshall@ribblesdale.org 01200 422563

11. Useful links

www.lancashire.gov.uk/SEN

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support>

www.dfe.gov.uk