



## RIDGEWOOD HIGH SCHOOL

### Special Educational Needs and Disability (SEND) Information Report

#### Key people relating to this policy

Mrs Rae Cope.	Head Teacher	Ridgewood High School
Mr James Cannon.	Deputy Head Teacher	Park Road West
Miss Jenna Rose.	SENDCo	Wollaston, Dudley DY8 3NQ  01384 818445

This document has been written in compliance with the SEND Code of Practice (2015), part 3 of the Children and Families Act (2014) and The Special Educational Needs and Disabilities Regulations (2014).

#### **INTRODUCTION - What do we mean by Special Educational Needs?**

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

At Ridgewood (RHS) we understand that all children are different and that all have a range of learning needs. Children and young people are entitled to an education that is appropriate to their needs, promotes high standards and the fulfilment of potential.

This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

All schools within the Borough of Dudley are committed to adopt a similar approach to meeting the needs of all students including those with SEN. There is a shared expectation that all students, regardless of their specific needs, should be offered inclusive and quality first teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. Information on Dudley's local offer can be found at: <https://dudleyci.co.uk/send-local-offer>.

Our basic philosophy with regard to students with SEND is:

- To create independence where support was once necessary.
- That all teachers have shared responsibility to teach students with SEND.
- The use of a relevant and differentiated curriculum will ensure that all students have the opportunity to progress and achieve success.
- Parents and students should be involved in a working partnership with the school.

### **Who is RESPONSIBLE for SEND at RHS?**

The SENDCo is: Miss Jenna Rose

She will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support

- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEND Governor is: Mrs Clare Whittingham

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The Headteacher: Mrs. Rae Cope

She will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## **SEND NEEDS**

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Special educational needs and provision can be considered as falling under four broad areas:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical

RHS supports students with a wide range of needs:

Speech language and communication needs (SLCN), Autism (AS), Moderate learning difficulties (MLD), Specific learning difficulties (SpLD) such as dyslexia and dyspraxia. Social, emotional and mental health (SEMH). Sensory and physical needs such as visual impairment (VI), hearing impairment (HI) and physical disability.

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas, for others the precise nature of their need may not be clear at the outset.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN, however, these may be an indicator of a range of learning difficulties or disabilities. (CoP 6.23)

### **SEND Procedure at Ridgewood High School**

- Every child on the SEND register will have an individualised Passport to Learning that is produced in collaboration with the child, parent/guardian and SENDCo. The passport is reviewed regularly.
- Every child that has an Education and Health Care Plan will have this reviewed termly and will have an annual review once per year. These students will be indicated on the SEND register as 'EHCP'.
- Staff who have a concern over a pupil not listed on the SEN register, will complete a SEN referral form and hand this to the SENDCo who will liaise with parents and decide on a route forwards. If a student is flagged up by staff to be of a concern, they may be added to our SEND monitoring register and will be monitored for attendance, behaviour and progress across half a term where required.
- Similarly, if a student who is classified as SEND is deemed to need nothing over and above from their peers, they can be removed from the SEND register and placed on SEND monitoring for half a term.
- During transition from year 6 in primary to year 7, background information is collected from the primary school and their SENDCo. This information is shared with staff on personalised passports to learning.

- A Barriers to Learning assessment will be conducted on pupils with additional needs/pupils of concern to inform teaching. This assessment will decide upon access arrangements to trial in KS3.
- Where relevant, pupils will be externally assessed for GCSE access arrangements in KS4.
- Teachers are responsible and accountable for the progress and development of **all** the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated/scaffolded for individual pupils. Students with SEN receive differentiated support, some with resource or TAs in the classroom to help them succeed and others, where appropriate, receive specialist intervention from trained TAs or external professionals.
- The SEND team carries out a variety of interventions, including maths and English Intervention, Social Skills and Zones of Regulation.

### **IDENTIFYING children and young people with SEND.**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

#### **Assess/Plan**

During transition from year 6 in primary to year 7, background information is collected from the primary school and their SENDCo. This information is passed to Head of Year (HOY), form tutors and faculty leaders. Using this evidence a provisional SEN register is created to help organise teaching sets and identify students joining RHS who may need extra support, this detail is shared with all staff. SEND welcome/information letters, questionnaires and transition packs are sent out to new parents.

All year 7 (and 8) students sit a reading and writing test in their curriculum lessons on arrival. This data is collated and analysed along with standard scale scores to inform further investigation and highlight any future SEND provision. Students liaise with SENDCo and Teaching Assistants (TAs) who deliver intervention to discuss and develop their intervention support. TAs meet regularly with the SENDCo to discuss need and provision.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

At Ridgewood we highly value the importance of home-school relationships and we aim to work in partnership with parents/carers to ensure that pupils receive the support they need. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record. We will formally notify parents when it is decided that a pupil will receive SEN support.

SEND students' attainment levels, progress and wellbeing are monitored by the SENDCo and HOY. Referrals with concerns about any student (in all year groups) can be made from teachers (via a referral form) and parents to the SENDCo, Miss Rose, who is available by contacting school on 01384 818445 or via email on [jrose@ridgewood.dudley.sch.uk](mailto:jrose@ridgewood.dudley.sch.uk).

Opportunities to meet the SENDCo/SEN team are currently offered at Year 7 settling in evening and parents evenings by making an appointment on the whole school electronic Parents Evening System. Alternatively please contact the school for an appointment if you need to speak to Miss Rose outside of these times.

### **RHS PROVISION – Do**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated/scaffolded for individual pupils. Students with SEN receive differentiated support, some with TAs in the classroom to help them succeed and others, where appropriate, receive specialist intervention from trained TAs or external professionals.

Area of Need	Wave 1: In class	Wave 2: Small group	Wave 3: Individual support /External agencies
<b>Communication and Interaction</b>	<p>Quality First Teaching to include- differentiated curriculum planning, activities, delivery and outcome e.g. simplified language, key words</p> <p>Increased visual aids / modelling, planned opportunities for talk, tasks chunked to avoid cognitive overload etc.</p> <p>We can also provide:</p> <p>Visual timetables, structured school and class routines and in class support from TAs .</p>	<p>Exploration of access arrangement needs.</p> <p>Access to laptops.</p> <p>Social skills intervention groups.</p> <p>Intervention support focus on speech and language.</p>	<p>Small group or 1:1 support focusing on language.</p> <p>Key worker assigned to pupil to support and monitor.</p> <p>Speech and Language support/ advice.</p> <p>Visual/Hearing impairment support and advice.</p> <p>Advice from EP/Specialist teacher.</p> <p>CAMHs collaboration</p> <p>Intervention and support provided by Autism Outreach.</p>
<b>Cognition and Learning</b>	<p>Quality First Teaching to include- differentiated curriculum planning, activities, delivery and outcome.</p> <p>In-class targeted teacher support to meet the needs of pupils with SEND.</p> <p>Increased visual aids / modelling/scaffolding</p> <p>Visual timetables</p> <p>Subject specific dictionaries.</p> <p>Use of writing frames, scaffolds and sentence stems to support.</p> <p>Access to ICT/ word processor when required.</p> <p>Access to whole school Homework clubs.</p> <p>Revision classes/ sessions provided by curriculum teachers.</p> <p>In class support from TA.</p>	<p>Catch up programmes – English and Maths.</p> <p>Handwriting Skills during registration – Kinetic letters</p> <p>Phonic support- Fresh Start programme (year 7).</p> <p>Exploration of access arrangement needs.</p> <p>Curriculum coursework small group.</p> <p>Learning mentors.</p> <p>Reading buddies.</p>	<p>Small group or 1:1 English/Maths support e.g. use of Reading/Writing/Mathematics / spelling groups.</p> <p>Assigned key worker.</p> <p>Access to lap tops and reading pens.</p> <p>Advice from EP/Specialist teachers.</p> <p>Barriers to learning testing.</p>

<p><b><i>Social, Emotional and Mental Health</i></b></p>	<p>Whole school pastoral system. Whole school behaviour policy. Whole school reward and sanctions systems. In class support targets/ access to learning. Develop Growth Mindset Break/Lunchtime clubs for unstructured times. Peer mentoring. Daily check-in – form tutors/Learning Support/ S&amp;G</p>	<p>Differentiated work-related learning. Specialist Mentor support either 1-1 or small group. Time-out facility Anger management programme. Peer mentoring. Re-integration programme/personalised timetables. Pastoral support plan. Access to quiet area at unstructured times. Tailored talk time during registration. Zones of regulation</p>	<p>Individual keyworker. Individual reward system bespoke to needs. Anger management sessions. Peer mentoring. Re-integration programme/personalised timetables. Advice from Educational Psychologist (EP) / Specialist teacher. Pastoral support plan. Time-out facility. Access to alternative provision. Advice and support from external agencies.</p>
<p><b><i>Sensory and Physical</i></b></p>	<p>Staff made aware of any implications of physical/ medical impairment. TA staff trained in moving and handling. Hearing systems available in lessons. In class support for access as well as health and safety of the pupil.</p>	<p>Additional keyboard skills training. In class support for access, as well as health safety of the pupil. Promote positive attitudes towards disability. Early let out/lunch pass.</p>	<p>TA support in class as required. Individual Risk Assessments. Personal Emergency Evacuation Plan (PEEP) . Care room available where necessary. Specialist equipment and furniture where necessary. Advice from PIMIS. Advice from VI. Advice from HI . Advice from Physiotherapy Service. Advice from Occupational therapy programme. Use of appropriate resources e.g. non slip mats/notebook braille. Advice from EP / Specialist teacher. Signage clear and visible.</p>

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing



- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

At RHS we are proud to have a learning support base where students receive small group or 1-1 intervention in English, maths and social skills where applicable.

The profile of SEND at RHS is high and inset and staff 'professional learning sessions' have been developed to improve knowledge and information sharing of the specific needs of our students. Other professionals work closely with the school to supplement any assessments required to secure an understanding of students' needs.

### **REVIEW**

The RHS SEND team review students need on the SEN register termly. Classroom teachers are responsible and accountable for the progress and development of *all* pupils in their class. This includes where pupils access help from teaching assistants or specialist staff. The SENDCo will also monitor the progress and wellbeing of your son/daughter, alongside the normal practise of the class teacher, Head of Year and form tutor. Strategies and access to support are reviewed and any changes are communicated with students, parents and teachers.

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions half termly
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans

### **INCLUSION**

RHS is an inclusive school and all reasonable adjustments are made to allow students within the school to work together in a wide variety of activities.

See the accessibility plan for further information.

**TRANSITION** arrangements for supporting students, moving between phases of education is catered for on an individual basis, additional appointments, beyond whole school organised

visits can be arranged as required. Some children may need additional support between key stages. We liaise with primary school staff and SENDCOs for transition to secondary and with colleges and external agencies to support the transition into further education. We will share information with the school, college, or other setting the pupil is moving to.

**EXTERNAL AGENCIES** - On occasion school will need to liaise with other professional bodies. They may act in an advisory capacity, provide additional specialist assessment or be involved with teaching a pupil directly. At RHS we have numerous external agencies that work with us. These services, whilst not exclusive include: NHS/GPs / Educational Psychology alongside...

SEN team, Dudley	01384 814214
Autism Outreach Service	01384 816974
CAMHS	01384 324689
Connexions personal advisor for work and learning advice	01384 811400
Dudley Educational Psychology Service	01384 814359
Dudley Local Authority	01384 812823
Sensory support services- <ul style="list-style-type: none"> <li>• Visual impairment service</li> <li>• Hearing impairment service</li> <li>• PIMIS - Physical impairment and medical inclusion service</li> </ul>	01384 818005 01384 818004 01384 818007
SENDIASS (SEND information and support services for parents)	01384 236677
Speech and Language (SLCN)	01384 321358

### **REASONABLE ADJUSTMENTS –**

All reasonable adjustments are made to ensure that both the curriculum and learning environment are suitable for children with SEN. For further information see the school accessibility policy.

### **BEHAVIOUR**

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, we will assess to determine whether there are any underlying factors that we can support. (CoP 6.21)

RHS has a stringent anti-bullying policy that states, 'We believe that every member of the school community has the right to enjoy learning and leisure; free from any bullying.'

Bullying of any kind is unacceptable at Ridgewood High School. If bullying does occur, all children should be able to inform staff and feel confident that the incidents will be dealt with as promptly and effectively as possible. For further information please see the schools anti-bullying policy.

### **SENS COMPLAINTS**

We hope we can work together and that complaints do not arise, however, if a parent has a complaint or concern, the first step is to contact the SENDCo, Miss Rose to discuss and try and resolve the matter. If this cannot be resolved, parents should contact Mr Cannon (Deputy Head Teacher), in writing to formalise their complaint or concern.

**Miss J Rose SENDCo (Sept 2023)**

**For review: September 2024**