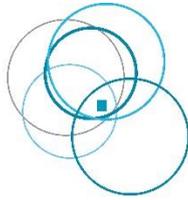


Rhyddings School SEN Information Report

Version 1.1 January 2020

www.lancashire.gov.uk



Rhyddings Business & Enterprise School

SEN Information Report Date January 2020

Name of the Special Educational Needs/Disabilities Coordinator:

Kerry Widdowson

Contact details:

Widdowsonk@rhyddings.co.uk

Rhyddings@Hameldon

Coal Clough Lane

Burnley

BB11 5BT

01282 683040

The kinds of SEND we provided for.

Rhyddings Business and Enterprise School is a non-selective secondary school. We believe that all children should be valued as individuals. We have an inclusive ethos with high expectations and targets, a broad and balanced curriculum differentiated to meet individual needs and systems for early identification of barriers to learning and participation. We believe that educational inclusion is about equal opportunities for all learners whatever their age, gender, ethnicity, impairment, attainment and background.

How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?

At Rhyddings we aim to ensure that:

- Pupils with learning difficulties are able to access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community.
- Pupils with SEND are educated, wherever possible, in an inclusive environment alongside their peers to enable each pupil to reach his or her full potential.
- We match levels of additional support for learning to the wide variety of individual learning difficulties, while enhancing self-esteem.
- We identify and assess pupils with SEND as early and as thoroughly as possible using the revised Code of Practice (2014).

- Parents/carers and pupils are fully involved in the identification and assessment of SEND, and that we strive for close co-operation between all agencies concerned, using a multi-disciplinary approach.
- We endeavour to meet the needs of all pupils with SEND by offering appropriate and flexible forms of educational provision, by the most efficient use of all available resources.
- We maintain up to date knowledge of current SEND good practice and methodology in order to offer support and training in these areas to all staff in the school.

There are four types of Special Educational Needs and Disabilities (SEND), decided by the

Department for Education:

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

If a pupil has SEND, then their needs will fit into one or more of these categories.

We currently have, or have had in the past, provided for children with visual impairments, hearing impairments, Autistic Spectrum Condition, Specific Learning Difficulties, Speech and Language difficulties, (mild) physical disabilities and mental health difficulties.

A school's provision for SEND is defined as support which is additional to or different from that which is available to all pupils.

At Rhyddings we recognise that pupils make progress at different rates. Therefore, pupils

are identified as having SEND in a variety of ways, including the following:

- Liaison with primary school/previous school
- The pupil performing significantly below expected levels
- Concerns raised by parent/carer
- Concerns raised by teacher
- Liaison with external agencies, e.g. physical health diagnosis from paediatrician

If a pupil is identified as having SEND then their name will be added to the SEND register, but we recognise that pupils' needs may change over time and provision must reflect this.

The aim of any additional provision is for the pupil to achieve age expectations, so once they reach this threshold, they may be removed from the school SEND register. If they fall behind again at any point, then they may be added to the register again.

If you think your child may have additional needs your main point of contact at school should always be your child's Form Tutor who will be able to discuss your concerns. If you need to speak with other staff members, such as Continent Leader or the SENDCO, then the Form Tutor will be able to help you arrange this.

What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?

All communication regarding SEND needs are managed collaboratively using a person-centred approach with the parent/carer and young person being central to this process.

At Rhyddings we are committed to 'Student Voice'. The young person is at the centre of their education. The views of the student are sought via the 'One Page Profile' where students can share their needs, ambitions, aspirations as well as how best to support them.

Pupils' views are highly valued at the school and their opinions are sought on many areas of school life, as well as their own learning. We use a variety of methods for seeking pupil views:

- The school has an active Junior Leadership Team, where pupils are elected each year to represent their peers. The Junior Leadership Team consults on school linked initiatives, leads on charity activities at school and can express pupil views to senior leaders throughout the school year.
- Pupil panels regularly form a part of the school's interview process for new members of staff.
- There are regular opportunities for student voice panels where we actively seek the viewpoints of pupils on a range of topics. These views are considered by the Senior Leadership Team for future developments within the school.
- If a pupil takes part in an intervention programme, then they will contribute to reviewing their progress.
- If your child has an EHCP, their views will be sought before any review meetings.
- SEND pupils also have access to a key worker to discuss their needs and any concerns they are having and to ensure that their voice is heard.

Subject teachers are responsible for the progress of pupils in their lessons. They are trained to teach children with all types of additional learning requirements and are responsible for making the curriculum accessible to all pupils.

The SENDCO is responsible for ensuring that:

- Teachers understand a pupil's needs
- Teachers are trained in meeting those needs
- Teachers have support in planning to meet a pupil's needs
- The quality of teaching for pupils with SEND
- Provision across the school is efficiently managed.

Sometimes, some pupils require additional support to make progress across the curriculum, because they are significantly below the expectations for their age. Then, the SENDCO is responsible for organising intervention for an individual or small group of pupils, which might include one of these provisions, for example:

- Additional adult support in the classroom – Teaching Assistants support the teacher in helping the learning of whole classes
- Disapplication – if long-term intervention is needed, a pupil can sometimes be disappplied from a subject on the national curriculum, in order to allow time for intensive support with learning.

What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?

Parents/carers are welcome any time to make an appointment to meet with either a subject teacher or tutor or any other teacher and discuss how their child is progressing.

Parents/carers can contact staff members directly by email or by writing a note in their child's planner, or by phone.

Planned arrangements for communicating between school and home include:

- Every pupil has a school planner; comments from parents/carers and teachers or Continent Leaders can be shared and responded to as needed.
- Each year group has one Parents' Evening each year, when all subject teachers are available to meet with parents/carers and discuss progress and learning.
- Each year group has a tracking and monitoring system, which includes 3 progress reviews and a written report. These are sent home to parents/carers and provide a basis for discussion about progress in different subject areas.
- All parents/carers will be given opportunity to complete a one page profile either with their child or in addition to the child. The one page profile is an opportunity for parents to record their ambitions, aspirations and how best to support their child. This information is used to inform the termly review of the student's targeted learning plan.
- If your child has an Education, Health and Care Plan (EHCP), then there are legal requirements for at least one formal meeting each year (the Annual Review) organised by the SENDCO and attended by parents/carers and outside agencies involved in the pupil's education.
- All parents/carers with a child on the SEND register will have an opportunity to discuss their child's progress with either the SENDCO or class teacher on a termly basis. The parent/carer view helps to shape the personalised provision offered to a child on the SEND register. The provision is documented via the student 'Targeted Learning Plan' which is reviewed on a termly basis. All subject teachers have access to the targeted learning plan.

How will the curriculum be matched to my child/young person's needs?

Teachers monitor and review all pupils' progress throughout the year. The whole school

system at Rhyddings includes:

- Data collection from all teachers, showing the current level of attainment of all the pupils they teach. This means that teachers and subject leaders in each subject area can track the progress of pupils across the school year and intervene if pupils experience difficulties.
- If a child is not making expected progress, class teachers can refer a student to the SENDCO who has access to additional assessment tools to identify if there are additional learning needs that had previously not been identified.
- In-class additional support is reviewed fortnightly at the Learning Support Meeting. Teaching Assistants and teachers work together on a regular basis, planning and reviewing lessons.
- At the start of Year 7 pupils are screened for reading, spelling and comprehension skills. This allows us to identify when pupils may need further support, intervention, or additional assessment to detect any underlying difficulties.
- The school behaviour management and reporting system GO4 Schools provides parents/carers with information about how well a pupil is engaging with the learning opportunities on offer and provides pastoral staff with evidence for how well a pupil is learning at school.

Students are taught in ability classes; this allows lessons to be planned and delivered to meet the needs of those student. Staff ensure that they are effectively supporting the learning of children with SEND through using strategies identified and making sure students are striving to reach their full potential. Staff are informed and are aware when they may need to provide differentiated or modified work for their students. It is important that we constantly work towards aspirational outcomes for all students is very important.

Quality First teaching

All pupils with SEND will have identified strategies that teachers can use within the classroom to support their learning needs. For instance:

A range of activities suited to the individual pupil's learning preference.

- Small group or 1-1 learning with a TA.
- Pre-teaching content or vocabulary.
- Over-learning topics
- To set alternative activities for homework
- To provide specially targeted texts and resources appropriate for pupils' reading ages
- To provide additional apparatus or materials
- To adapt and adjust resources and materials to make them accessible for pupils with specific learning difficulties

Additional Support

Some students will have access to literacy, numeracy, speech and language or communication and interaction or social and emotional interventions. These are delivered in a small group setting.

Intensive Support

Across all key stages some students will require additional TA support in class, they may have specialist teacher input and some will be having a higher level of support for Social, emotional and mental health issues, which might be planned 1:1 sessions following specialist programs are recommended by additional agency practitioners. Some students may also have access to additional specialist equipment to access the curriculum as recommended by a wider agency.

How accessible is the school environment?

Currently Rhyddings is based in a temporary building that is fully accessible to wheelchair users. There is a lift, disabled toilet and changing facilities. The school also has several disabled parking bays situated at the front of the building.

The school SENDCO liaises with specialist teachers and other agencies such as Occupational therapist to ensure that any specialist equipment is accessed in the most cost-effective way for any child with an identified SEND need.

How are the school resources allocated and matched to children/young people's special educational needs and disabilities?

How the decision is made about the type and quantity of support my child/young person receives?

Our provision is arranged to meet our pupils' needs, within the resources available. This approach reflects the fact that different pupils require different levels of support in order to achieve age expected attainment.

The SENDCO consults with subject teachers, Heads of Subject, Continent Leaders, as well as with support staff, to discuss the pupil's needs and what support would be appropriate. There are always on-going discussions with parents/carers for any pupil who requires additional support for their learning.

The school follows the Code of Practice 2014 to implement the Graduated Approach following a four step system of 'Assess, Plan, Do and Review'. Additional support or any additional resources are put in place based on evidence at each stage of this cycle. The child, parent/carers, teacher and any other practitioners

working with the young person can contribute to this process. The school will use its best endeavours to access all reasonable resources in the most cost-effective way.

We ensure that all pupils with SEND have their needs met to the best of the school's ability, within the funds available. The budget is allocated on a need's basis. The pupils who have the most complex needs are given the most support.

Access Arrangements

Exams are part of the school curriculum and a way in which teachers can measure the understanding and progress of their students.

Students with SEND are supported in class and in exams by being allowed access arrangements. There are a wide range of arrangements that meet the needs students in all the 4 areas of SEN (Cognition and learning, Communication and interaction, physical and Sensory and Social, Emotional and Mental health).

These arrangements must be the student's normal way of working, these have to be in place to form evidence and ensure that the student's normal way of working is reviewed.

How will both you and I know how my child/young person is doing and how will you help me to support their learning?

Data collection from all teachers, showing the current level of attainment and progress of all the pupils they teach is captured termly. This information is compared to each child's targets and means that teachers and academic leaders in each subject area can track the progress of pupils across the school year and intervene if pupils experience difficulties.

All parents/carers with a child on the SEND register will have an opportunity to discuss their child's progress with either the SENDCO or class teacher on a termly basis. The parent/carer view helps to shape the personalised provision offered to a child on the SEND register. The provision is documented via the student 'Targeted Learning Plan' which is reviewed on a termly basis. All subject teachers have access to the targeted learning plan.

What training have the staff supporting children/young people with SEND had or may they have?

What specialist services or expertise are available at or accessed by the school?

SEND training is an on-going rolling programme of professional development for our staff, throughout the school year.

- A specialist teacher has experience and training in planning, delivering and assessing intervention programmes.
- All staff are trained each year on the needs of new pupils joining the school – this can include training from specialist agencies or consultants.
- SEND training forms part of the continuing professional development of all teachers and teaching assistants this is organised in accordance with the needs of the pupils.
- The school works closely with other local schools, especially our feeder primary schools.

The SENDCO liaises with many specialist services and outside experts, to ensure provision for our pupils is appropriate and meets all needs. The school works closely with any external agencies that are relevant to individual pupils' needs, including:

- Health – GPs, school nurse, clinical psychologists and psychiatrists (ELCAS), paediatricians, speech & language therapists, occupational therapists
- Social services – locality teams, social workers, child protection teams, family intervention programmes
- Lancashire Educational Psychology Service
- Specialist Teacher Advisors – hearing impairment, physical disabilities, ASC, communication and language, SEND team

How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

We want to make sure our new pupils feel like they belong at Rhyddings before they officially arrive. Learning is most effective when pupils feel they belong and are comfortable in the school environment.

Key Stage 2-3 (Year 6 to Year 7)

- Careful transition is planned and arranged. The Transition and Student Mobility leader/ Continent Leader works closely with primary schools to organise activities, visits and experience of secondary life for those pupils who are especially vulnerable at transition.
- All pupils in Year 6 who have accepted a place at Rhyddings for Year 7 are invited to an induction day in July. The day provides a taste of secondary school life, gives experience of lessons, information about how the school runs and provides an opportunity for pupils to meet their new classmates.
- Parents/carers are invited to an 'Induction Evening' to receive information about the organisation of the school and about expectations of the next five years.
- The Transition and Induction Coordinator/Assistant Continent Leader visits feeder primary schools to meet Year 6 pupils and to gather information from Year 6

teachers and support staff.

- All teachers and teaching Assistants are provided with information about all new pupils' needs, strengths and background before the start of Year 7.
- On the first day of term in September, school is open only to Year 7 and Year 11 pupils. This helps them to settle in to a daily routine before the rest of the school start the following day.
- The school arranges regular transition visits for vulnerable Year 6 pupils to get to know the school site, meet staff with whom they will work and learn about how the school is organised.

Key Stage 3-4 (Year 9 to Year 10)

- For KS4, pupils choose from a range of GCSE and vocational courses to help prepare them for the next steps in their education, be that college or apprenticeships. Pupils and parents/carers are offered advice and careers guidance at the appropriate time to help make these important decisions.
- From Year 9 – children with an EHCP will have identified outcomes to work towards to support their preparation to adulthood and independence.

After Rhyddings High School (Year 11 to Year 12)

- The school arranges visits to open days and further education establishments for all pupils. Support is available when making decisions.
- All pupils in Year 11 are provided with 1-1 careers advice to help them plan possible routes for training or education.
- The Learning Support department liaise closely with local colleges about individual pupils with SEND. This liaison is arranged in accordance with the pupil's needs, but typically can include: extra visits or tours; meetings with college support staff; or, guidance and advice on meeting the pupil's needs for college staff.
- All information relating to a pupil's exam concessions and required differentiation is passed on to college or training provider during the summer term of Year 11, when college places have been confirmed.

Joining mid-year

- A pupil 'buddy' is chosen to support the new pupil for the first few days of being at Rhyddings. The buddy takes the new pupil to lessons, introduces them to other pupils and answers questions.
- Contact is always made with the previous school to ensure the transfer of information and the child's school file.

Moving to another school

- Contact is always made with the new school to ensure the transfer of information and the child's school file.

How will my child/young person be included in activities outside the classroom, including school trips?

All pupils are entitled to be included in all parts of the school curriculum and we aim for all pupils to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. This may include specialist advice where relevant. In the unlikely event that it is considered unsafe for a pupil to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

Children with additional needs can also access the 'Hub' at break times and lunch times if they prefer not to go to the main hall or use the outside spaces.

What support will there be for my child/young person's overall well-being?

Rhyddings operates a Continent House system alongside a form tutor system, which means that pupils are placed in Continent group and pastoral guidance and care is provided by their form tutor and Continent Leader who stays with them for their five year journey through high school. This encourages communication with parents/ carers and enables the member of staff to get to know their tutor group very well. This system also means that pupils are able to share their experiences and provide support for pupils experiencing the same changes and transitions as themselves. Continent Leaders and form tutors are the main point of contact for parents/carers about their child's pastoral and social well-being. There are four Continents and four tutor groups per year group and they each have a Continent Leader who works closely with the Form Tutors. With regards to concerns regarding bullying issues, please see the **Anti-Bullying policy, which is available on the website.**

Pupils who struggle with social situations are provided with a choice of quiet spaces to go during lunchtimes, break times and before school, where they are supported by Teaching Assistants to manage unstructured social time. Rhyddings also have mental health first aiders and Mental Health ambassadors who provide a drop in approach at break and lunch times. If a pupil is unwell during the school day, then they will be sent to Triage to assess their situation. If the pupil is too ill to stay at school, their parent/carer will be contacted and asked to decide for collecting them as soon as possible. In a medical emergency, a member of staff who is first aid trained will attend urgently or may call for an ambulance if the pupil requires hospitalisation. Pupils who have severe allergies or other significant health/medical needs are flagged-up to all staff throughout the school year. Please see the **Supporting Pupils with Medical Condition Policy, which is on the school website.**

The school uses a positive behaviour system. Rewards are given to pupils which are recorded using GO4Schools. These rewards also are linked to an end of year trip. There are sanctions for poor behaviour, which are outlined in the school behaviour policy. Pupils can receive sanctions such as detention, isolation or fixed term exclusions. However, if a pupil is falling significantly behind their peers, and their behaviour is affecting their learning or the learning of others, then additional support may be provided. □ The Continent Leaders and Attendance Officer helps parents/carers manage their child's attendance at school and can support with outside agencies coming into school. □ The Attendance Officer monitors attendance, oversees legal action against parents/carers whose children do not attend school helps liaise with outside agencies who can support families in difficult situations The Continent Leaders work with pupils when their learning is affected by their behaviour providing emotional support, sign-posting to sources of guidance and advice, liaising with external agencies relevant to improving emotional, social, emotional and well-being.

How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

To monitor impact and effectiveness of provision we look at evidence that the pupil is making progress academically against national/age expected levels and that the gap is narrowing – they are catching up to their peers or at expected age levels.

We consider the verbal feedback from the teacher, parent and pupil, Formal or informal observations of the pupil at school.

As a result of this the pupil may move off the SEND register when they have 'caught up' or made sufficient progress.

How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?

The SENDCO liaises with many specialist services and outside experts, to ensure provision for our pupils is appropriate and meets all needs. The school works closely with any external agencies that are relevant to individual pupils' needs, including:

- Health – GPs, school nurse, clinical psychologists and psychiatrists (CAMHS), paediatricians, speech & language therapists, occupational therapists
- Social services – locality teams, social workers, child protection teams, family intervention programmes
- Lancashire Educational Psychology Service
- Specialist Teacher Advisors – hearing impairment, physical disabilities, ASC, communication and language, SEND team.

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

At Rhyddings children identified as SEN are linked with a key worker who regularly update their one page profile and have 1-1 sessions with them regarding school life. This will provide an opportunity for pupil to discuss any concerns and staff can act accordingly. Pupils can also access the 'Hub' at break and lunch time to speak with a teaching assistant who will inform staff accordingly. Pupils also have daily contact with their form tutor and Continent Leader. Parents can contact their child's form tutor or Continent Leader if in the first instance to discuss any concerns. Any other information regarding complaints please see the **policy and procedure for Handling Complaints, which is available via the school website.**

Where can I find the contact details of support services for the parents of children/young people with SEND?

Lancashire Find Newsletter

Where can I find information on where the local authority's local offer is published?

Our Local Offer - Insert link to your establishments Local Offer

Lancashire County Councils Local Offer - <http://www.lancashire.gov.uk/send>