

Ridgewood School

Brief description of the school

The Academy aims to meet the needs of all pupils within a fully inclusive ethos and environment and, in doing so, to develop their individual potential. This reflects a whole Academy approach to improving outcomes for all pupils through effective personalisation of learning. The Academy will have due regard for the Special Needs Code of Practice (2014) when carrying out our duties towards all pupils with Special Educational Needs and Disabilities, and will ensure that parents/carers are notified when SEND provision is being made for their child.

All children, including those with Special Educational Needs and Disabilities, and those in the care of the Local Authority, are entitled to expect an education that is both challenging and appropriate. The intention of the Academy is to raise aspirations and increase the challenge for all pupils in order to counteract disadvantage and prevent underachievement. There is a commitment to raise standards for all students by ensuring that those identified as having SEND enjoy a wide range of opportunities to use and develop their abilities and talents and are actively encouraged to have pride in their progress and outcomes.

How we identify if your child may need additional help and/or has special educational needs (SEN)

Identification of Special Educational Needs and Disabilities, and of additional needs, takes place as an ongoing process throughout a young person's journey through the school. Screening occurs on entry to the school, whether this takes place as a Year 6 transfer, or a mid-year move from another school or geographical area. All Year 7 pupils and new arrivals are involved in a series of baseline testing, including the NFER CAT (Cognitive Assessment Test) and reading and spelling screening tests in order to identify learning support needs. Results from the screening process trigger interventions, or / and additional testing and referral in order that a tailored provision can be planned for each child. Information about young people with existing SEND is shared by our pyramid of primary schools, and joint planning for transition and support takes place, including attendance at Annual Reviews and SEN plan reviews. Teaching staff refer students about whom they have concerns directly to the SENDco, and parents and carers or the student themselves may raise concerns that they wish to discuss and explore with the SEN team. Additionally, external agencies, such as family support workers, social workers, paediatricians may raise concerns as part of a wider, multi agency approach.

How we involve parents and carers in meeting the needs of their child and in whole school developments

Parents of young people with SEND are consulted and involved with planning and reviewing appropriate support and intervention through telephone, email and face to face contact with the Academy SEND Team during the school day, including by pre planned appointment. The SEND Team are easily contactable by telephone in order to discuss new concerns or ongoing queries. Parents and carers have the opportunity to meet for regular person centred reviews, and annual reviews of 'Statements of Need' and 'EHC plans'. The SEND team are available at all parent consultation evenings and options / next steps events in order to support transition between key stages.

How we will involve your child in the planning and review of their support

Students with SEND are involved in developing their own one page profile, which describes their strengths and difficulties, and identifies ways in which staff and other adults can effectively support them. This co-planned document is shared with teaching staff in school. Students set their own targets for success in relation to their specific needs, and are supported to evaluate and review these twice a year. Many students with SEND are involved in actively planning their own support provision, by identifying subjects, departments and topics in which they require specific and timely support. Changes in provision are always discussed and agreed with young people before being acted upon.

How we match the curriculum, teaching and learning approaches if your child has SEN

Students with SEND access a broad, balanced and inclusive curriculum in line with all students. Teaching and learning is effectively differentiated in order to meet the needs of each learner, and this is enabled through the use of subject specific Teaching Assistants (TAs) based in each department.

All teachers use data to support their planning and differentiation, and are guided by a 'one page profile' that details each young person's needs, strengths and difficulties, along with strategies and techniques to guide their effective support.

Students with the most significant, complex and multiple needs may access a slimmer Key Stage 4 curriculum, with time built in for supported study, homework and revision periods.

Students undertake guided choices at Key Stage 4, to ensure that they are appropriately matched to GCSE courses that will enable them to make progress and secure an outcome.

How we provide additional support if your child has learning needs

Students with SEND access a range of curriculum support and adaptation in order that their needs are met. Arrangements may include:

- small group intervention classes for reading, writing, spelling, numeracy and typing;
- in class support;
- one to one support;
- homework support;
- examination access arrangements (which include extra time, use of a scribe or reader, quiet rooms; adapted papers; prompts)
- invitations to clubs and competitions to support social and emotional development
- use of specialist equipment, such as visualisers, magnifying readers, scanning pens and coloured overlays;
- access to specialist multi agency teams, including the ASCETS team, EMTAS, occupational therapy, health, hearing and vision support
- literacy support programmes such as Lexia and Successmaker
- Support from the Academy Healthcare Assistant for medical conditions and injuries which may otherwise limit participation
- Support from the Academy's Education Welfare Officer (EWO) for attendance concerns

How we provide additional support if your child has social and communication needs

The Academy has a dedicated support base 'the POD' with specialist staff. This provides a 'safeplace' for young people with social communication needs, and runs a range of short and long term interventions to develop social skills, emotional literacy, self confidence and self esteem through group work and one to one sessions. Staff support and mentor students on an individual basis, evolving personalised programmes of support to meet the specific needs of the child.

How we provide additional support if your child has physical, sensory and/or medical needs

The Academy uses 'Key Workers' – trained designated members of support staff, to work with young people who have physical, sensory or medical needs. They work closely with the young person, their teachers, family and the Local Authority specialist teams to ensure maximum access to the curriculum. Examples of this support include: use and maintenance of specialist equipment, support for moving and handling of the young person, tailored programmes of support (such as physiotherapy exercises), and independent travel training.

How we provide help to support your child's emotional health and well being

Support is available for students experiencing emotional and social difficulties, through a series of taught programmes, access to online programmes, small group and individual mentoring. 'Invitation Only' clubs and activities allow vulnerable students to develop their emotional literacy and social skills in a controlled and safe environment, supported by peers and adults. The Academy promotes a positive ethos and behaviours through its 'Behaviour for Learning' structure, and any instances in which a student perceives that they are being bullied are dealt with swiftly and sensitively. The Academy provides a child centred counsellor, and supports multi agency working through the CAF (Common Assessment Framework) in order to access appropriate external support.

How we promote developing independence

Young people are supported to develop their wider 'living' skills through the schools Character Curriculum, and for students with SEND additional support is given through specific programmes such as independent travel training, documents for life (such as applying for a passport or driving licence), sex and relationship education, online and social media safety, and financial education (such as budgeting and shopping for a family) Students are encouraged to make informed choices about their own progress and career as they move through the school, and are supported by the SEN team to do this.

How we measure and review your child's progress against their targets and longer term outcomes

The progress of all students is reviewed and evaluated on a seven week cycle, with assessment and attitudinal data reported 5 times a year (Creating Futures Cycle) At each reporting point parents and carers are encouraged to discuss concerns with teaching staff, or a member of the SEND team in order that provision and support can be reviewed and adjusted where appropriate. The tracking of students' progress towards attainment targets is ongoing, and opportunities exist within each cycle for a review of progress and additional assessments where appropriate.

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

Students with SEN are able to access 'safe spaces' within the school site, and are supported by key workers to ensure that they are safe and welcomed in all areas of the curriculum. Risk assessments are used to identify barriers, and Key Workers and TAs work with subjects and departments to make any adaptations to the environment or curriculum that may be required to ensure equality of access and opportunity.

How we include children with SEND in the life of our school

Students with SEND are positively encouraged to engage with all aspects of school life, and are supported to do this in a variety of different ways. Examples include students who are supported whilst attending a lunchtime club, young people unable to participate in team PE activities who access one to one exercise programmes, and students on the Autistic Spectrum who are provided with alternative examination routines and spaces.

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

TAs, HLTAs and support staff are recruited to a minimum qualification level to ensure that they are able to support and challenge students across the full range of the curriculum. All engage in a training and induction package that includes a basic SEND awareness, safeguarding, and effective classroom support strategies. Staff undertake more specialist training to develop in the depth skills that enable them to support more complex and multiple needs. Staff with specific and additional responsibilities for groups of students undertake training and qualifications relevant to their responsibility and training needs.

External support and expertise we can call upon to help us to meet children's needs

Additional support is accessed from outside agencies is secured as a result of SENDco referral. This support is managed through multi agency working. The Academy works closely with Local Authority teams including the Educational Psychologist, The North Learning Centre, the Doncaster Children and Families teams, Children's Social Care, the School Nursing Service, Doncaster Safeguarding Children's Board (DSCB), the Child and Adolescent Mental Health Team (CAMHS), Integrated Family Support Services (IFSS) and the Looked After Children team (LAC) as part of its multi agency approach. The Academy promotes working together in order to effectively support the individual child.

How we prepare children to join our school

The Academy supports a robust transition programme between Key Stage 2 and 3, with effective data and information sharing to support the progress of all students. All pupils are involved in a series of transition activities, visits and baseline testing, including the NFER CAT (Cognitive Assessment Test). Those identified as vulnerable to change, and students with SEND, access additional support including targeted visits, additional taster sessions and graduated placements at the Academy prior to their start date.

How we prepare children to move on from our school

Students with SEND are individually supported throughout their 'options' process into Key Stage 4, and are similarly supported as they move towards Post 16 provision. Identified students are supported in the development of life skills such as

managing a budget, cooking for a family, applying for a driving licence or passport and travelling independently in order to prepare them for adult life.

How we deploy our resources to meet the needs of children with SEND

Resources are deployed in a variety of ways to ensure that needs are met. TAs and HLTAs are department based, allowing them to support the needs of all students with SEND in their specialist subject. This is done through classroom support, and small withdrawal groups.

A core SEND team delivers bespoke support, study skills, and the supply and maintenance of specialist equipment and materials, including weekly sessions for those with specific conditions or needs (such as those with visual, physical or hearing impairment)

Intervention classes are taught throughout the academic year, and include reading, spelling, writing and number intervention classes.

A dedicated ASD base is staffed by specialist trained staff, delivering one to one support, a safe space and a range of specialist interventions such as social skills, emotional literacy and self esteem workshops.

Contacts for more information

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SEND Policies and SEN Information Report link(s):

The Academy identifies and assesses need with reference to the following policies and practices:

Equality Act 2010 (including 2012 updates)

Special Educational Needs and Disability act 2014

The Academy Equality Policy 2012

The Academy Accessibility Plan 2012

The Academy SEND policy 2015

The Academy Pupil Premium policy 2014

The Academy Attendance Policy 2015

The Academy Safeguarding Policy 2015

DSCB Looked After Children policy document

Ofsted Inspection Framework 2015

Children and Families Act 2014

Working together 2013

