

Name of School: North Ridge Community School

SCHOOL CONTRIBUTION TO DONCASTER LOCAL AUTHORITY'S LOCAL OFFER FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The information set out below will be added to Doncaster LA's Local Offer site located under Education (Schools). Presenting this information in a consistent way will enable parents/ carers, young people, settings and services across education, health, care and the voluntary sector to find and compare provision for children with Special Educational Needs and Disabilities.

All settings must co-operate with the LA in the development and review of the Local Offer as set out in Chapter 4 of the SEND Code of Practice (January 2015) and the associated Special Educational Needs and Disability Regulations 2014 (Part 4).

Schools have additional duties under the Regulations to provide more detailed information in their SEN Policy, SEN Information Report and how the school meets the duties of the Equality Act 2010.

Brief description of the school

(age range, size of school, LA maintained/ Academy/Free School and any Mission Statement you wish to include)

North Ridge Community School is a maintained Special School. We have provision to meet the needs of pupils, aged 3 – 19 years, with:

Profound and multiple learning difficulties

Severe learning difficulties

Post 16 Moderate Learning Difficulties

Associated medical conditions

Physical disabilities

Multi-sensory impairments.

SHINE Values –the North Ridge Community School Ethos:

SAFE HEALTHY INDEPENDENT NURTURED (to) EXCEED EXPECTATIONS

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

All North Ridge Community School all pupils have an Education, Health and Care Plan. Long term outcomes identified in each EHCP are broken down in to medium and short term targets and these inform daily planning to meet the personalised needs of the pupils across school. In addition:

- Pupils are constantly observed and progress used to inform planning for continuity in learning
- Pupils are assessed against their own prior learning
- Within the foundation stage pupils are assessed against Developmental Journals in addition to the Early Years Foundation Stage Profile.
- For pupils between Year 1 and Years 11 pupils are assessed using Pivats.
- In Post-16 students are assessed against ASDAN, Prince's trust and Edexcel Functional Skills examinations from Entry 1 to level 2 if on this learning pathway.
- Pupil progress meetings with teachers and senior leaders, are carried out each term, and academic assessment, using the Pivats, support qualitative evidence that supports progress against EHCP targets.
- The school works closely with therapists and external agencies to identify the physical, communication and holistic needs of every child.
- North Ridge Community School welcomes parent involvement in supporting the assessment of need and progress for their children.

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

North Ridge Community School and seeks every opportunity to involve them in their child's education and promotes a close working relationship with parents and carers through home-school diaries, phone calls and face-to-face drop-ins.

The Senior Leadership team promotes effective transition of pupils to NRCS and this will include inviting children and parents to look around the school, meet the staff and discuss any questions they may have about transport, before their child starts school.

Once children are on roll at NRCS, a meeting is held with parents/carers each term starting in the autumn term where a structured conversation is held to discuss the targets set for their child. Progress is discussed at subsequent Parents' Meetings

and at the Annual Person Centred Review; whereby we also share our expectations for each pupil.

Parents/carers receive an Annual Report each July.

Each pupil has a personalised Learning Journey which is shared with parents/carers during meetings in school.

The pupils are involved in setting and discussing their own targets where appropriate.

We communicate regularly through the home school diary and by telephone.

We hold a Christmas Fayre, Summer Fayre, and Annual Prom. We also put on a Christmas Nativity and Carol Concert to which parents/carers are invited.

The pupils are involved in the running of the school through the school council.

For further information our website is regularly updated with upcoming events.

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

Pupils, where they are able to contribute, are consulted at every opportunity with regards to their education, for example:

Their views are sought at each Annual Person Centred Review.

Pupils are offered choice making decisions as part of the Post-16 curriculum offer.

Pupils are also offered other forums to voice their views such as the school council or via class discussions and decisions.

At NRCS we have a speech and language therapist who supports the communication skills of all pupils as required and supports the personalisation and facilitation to access communication resources.

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

At NRCS we believe the pupils are the curriculum and therefore deliver a highly personalised learning journey for each pupil:

NRCS acknowledges that all learners are starting from a variety of communication and cognitive experiences and works in partnership with the school speech and language therapist to break down barriers to communication and increase access to learning opportunities.

The NRCS curriculum offer is bespoke and differentiated according to pupils' needs and can be identified as pre-formal, semi-formal or formal.

A multi-disciplinary approach is adopted utilising the skills of education, health and care to ensure pupils receive the best possible experiences.

How we provide additional support if your child has learning needs

-see above.

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

The social and communication needs of our pupils are a fundamental principle of NRCS:

A dedicated speech and language therapist works as part of the teaching teams and:

- Facilitates social and communicative opportunities for pupils both onsite and at times with offsite educational visits
- Supports pupils in their preferred method of communication
- Works, in collaboration, with class teachers and support staff to implement social and communicative strategies for pupils as directed by the NHS SALT.

They may, for example, promote the use of a Picture Exchange Communication System (PECs) for individual pupils.

Pupils are assessed on induction into school and personalised programmes designed to meet their social and communication needs.

Our curriculum revolves around the whole child; developing their communication skills as a priority.

Advocacy and a rigorous pursuit of pupil choice allow us to create an inclusive and supportive environment in which our pupils work together.

At NRCS teaching teams embrace every possible opportunity to promote pupil voice regardless of ability.

We promote the use of signs and symbols, eye pointing, vocalisation and gestures.

Pupils who are able to speak and converse are given every opportunity to do so in 'formal' and social situations.

When necessary referrals are made to the speech and language therapists or educational psychologists.

NRCS teaching teams incorporate any speech and language therapy targets into pupils' individual curriculum offer.

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

The curriculum and learning environment is adapted to meet the needs of individual pupils: Communication, Cognition and learning, Physical development and

Independence all feature throughout the curriculum offer for pupils attending NRCS. Where possible, we encourage continuity across home and school through regular communication with parents.

Every adaptation necessary is planned for, monitored and reviewed to ensure provision is appropriate for each ability and stage of development.

The environment is fully accessible to wheelchair users.

Both physiotherapists and occupational therapists visit school on a regular basis.

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

The emotional health and well-being of our pupils is a further fundamental principle of North Ridge Community School:

Where we can celebrate their many achievements and develop their self-esteem.

Whenever the opportunity arises, we promote pupils making their own choices and expressing their needs – we strive to ensure our curriculum offer meets the needs of our pupils to enable them to be happy learning and sharing with their peers.

How we promote developing independence

The curriculum builds on the things the pupils can do rather than focussing on those things which they cannot do.

Pupils who can perform given tasks independently are given every opportunity to do so. Similarly, pupils who can do tasks with minimal support are also supported accordingly.

We promote independence as much as possible with regards to personal hygiene, feeding and dressing skills.

We also use travel training from Early Years through to Post-16 – starting by increasing independence and confidence in moving around the school but, where appropriate, involves accessing public transport independently.

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

The teaching teams and senior leaders at NRCS believes that pupil progress is paramount and regularly assesses progress towards their outcomes; involving parents at every available opportunity:

All pupils receive a baseline assessment on entry to school and progress is measured and monitored from a given starting point.

NRCS tracks pupil progress through work scrutiny, lesson observations, regular class drop-ins and discussion with parents, pupils and teaching teams. Progress is evaluated at a qualitative and quantitative level.

Medium term targets are set annually; these are assessed and monitored each term. The medium term targets are designed to feed into the long term objectives set as part of their EHCP. These are effectively monitored by the SENDCo and Senior Leaders.

Initially a meeting is held with parents/carers each autumn term where a structured conversation is held to discuss the outcomes for their child.

Progress is assessed formally at the Annual Person Centred Review meeting but class targets form the smaller steps necessary towards the successful completion of longer term personal outcomes.

Pupil progress meetings are held at the end of each term to discuss progress towards personal targets and to plan the next steps forward.

Progress towards outcomes is also discussed at Parents' Meetings.

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

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The curriculum offer at NRCS is highly personalised to each individual pupil and incorporates the principles of the Early Years Foundation Stage and of continuous provision where applicable. NRCS embodies the principles of best practice around sensory education, seeking always to adopt current research and thinking. Those pupils working at a subject specific level are catered for using the adapted national curriculum and, where appropriate, skills development focused on increasing independence. Elements of the National Curriculum are adopted and adapted, as appropriate, for pupils who exceed the former P8; the pre key stage 1 and 2 assessment materials are used where applicable.

Pupils in Post-16 work towards exam accreditation and/or a series of accredited units in line with their stage of cognitive development.

Our curriculum revolves around the whole child; developing their communication skills as a priority.

The curriculum at NRCS builds on the things the pupils can do rather than focussing on those things which they cannot do.

Every adaptation necessary is planned for, monitored and reviewed to ensure provision is appropriate for each ability and stage of development.

The environment is fully accessible to wheelchair users.

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

North Ridge Community School is a special school and consequently all pupils have S.E.N.D. These pupils are fully included in the life of our school as reported in this document.

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

(basic awareness of SEN, enhanced skills and specialist in depth training for staff with additional responsibility for providing advice and supervision)

NRCS works alongside a range of professionals from education, health and care; sharing and developing expertise at every opportunity:

The Headteacher is responsible for the Performance Appraisal for all Senior Leaders and Teaching Staff.

The school based speech and language therapist works in partnership with teaching teams across school to support and build capacity of knowledge, understanding and skills to meet the needs of our pupils.

NRCS keeps up to date with the most recent developments in learning theory and uses this to deliver a highly bespoke offer to all pupils throughout school.

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

NRCS works alongside a range of professionals from education, health and care; sharing and developing expertise at every opportunity:

Pupils are assessed on induction into school and personalised programmes designed to meet their needs; this can take the form of: specialised seating and equipment, communication equipment, moving and handling information, feeding techniques and also a postural management programme.

NRCS incorporates any therapy targets, for example: physiotherapy, occupational therapy and speech and language therapy into pupils' individual curriculum offer.

The Local Authority's (L.A.'s) Visual Impaired Support Teacher visits school at regular intervals, as does the L.A.'s Hearing Impaired Support Teacher. Similarly, any hearing or visual impairment targets are also integrated into pupils' individual curriculums.

NRCS works closely with the following to support pupils' needs, as appropriate: the Local Authority's Children with Disabilities Team, Social Care, Educational Psychologists and Child and Adolescent Mental Health Services.

NRCS hosts medical clinics and dental appointments as required by regular screening.

NRCS also offers an Outreach support service where, upon request, we can advise on specialist learning and teaching strategies to remove barriers to learning for pupils accessing mainstream provision with needs including severe or moderate learning difficulties, communication and interaction difficulties (including those associated with autism) and emotional and behavioural difficulties.

How we prepare children to join our school

NRCS supports pupils and their parents through all stages of transition:

Initial visits form the first response from school and allow us to lay the foundations for a pupil's successful entry into NRCS School. These visits may be in school, the child's home or previous setting if transitioning from another setting or school.

Parents and Carers are invited to attend stay and play sessions with their child prior to starting school; thus facilitating the chance to meet the Teacher and key members of staff who will support the child in school. And also enabling a greater understanding of the day to day routine of school life.

NRCS pupils benefit from a through school approach to continuing with their education and this supports the minimalization of any anxieties or apprehension as pupils progress through the various key stages.

Throughout each year bespoke targets contribute towards preparing the pupil for a journey of lifelong learning with communication sitting at the very heart of all we do.

How we prepare children to move on from our school

NRCS supports pupils and their parents through all stages of transition:

Throughout each year bespoke targets contribute towards preparing the pupil for a journey of lifelong learning with communication sitting at the very heart of all we do.

Students journey to adulthood is always at the centre to all that happens at NRCS, therefore in line with SEND code of practice, formal transition reviews commence at Year 9 in preparation for life after NRCS; and the Local Authority's Participation and Transition Service attend annual Person Centred Reviews from Year 9 onwards, where ever possible to offer further guidance. NRCS curriculum is designed to ensure pupils develop a skill set to assist them in life after NRCS. Pupils from year 7

to 14 follow a carefully designs careers programme to assist them in preparing for life after NRCS.

Post 16 Provision is planned on the pillars of the preparation for adult pathways: Employment, community inclusion, health and independence. All students access these pathways through a person centred approach in order to prepare students for their next steps into adult life.

Life & Living skills and leisure

- Within the pupils' timetable, there are opportunities to develop their independent life skills in a variety of ways and settings.
- Pupils work on travel training skills, such as using public transport and road safety.
- Pupils work on real life literacy and numeracy skills; i.e. planning shopping trips, using money, following signs and recipes.
- Pupils take part internal or external work placements.

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

Pupils are assessed on induction into school and personalised programmes designed to meet their needs; this can take the form of: differentiated curriculum offers, specialised seating and equipment, communication equipment, moving and handling information, feeding techniques and also a postural management programme.

Class sizes vary and are all taught by a Qualified Teacher who is supported by a range of staff to meet the needs of the pupils, namely: Learning Support Assistants and General Assistants.

Soft play room, the food technology room, library, Forest School provision and various other resources in school on a fair and equitable basis. In addition, pupils are able to access life-skills activities through visiting our off-site Harmony House resource.

Each pupil has a personalised Learning Journal which is shared with parents/carers during meetings in school.

Resources are deployed efficiently and effectively to ensure each pupil has access to a broad and balanced curriculum suitable to their individual needs.

Contacts for more information

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