



RISEDALE
SCHOOL

A family of learners

MISSION STATEMENT:

The Risedale family is committed to a positive future for all through a personalised learning journey.

AIMS:

- Celebrate success, learn from mistakes
- Build resilience, accept challenge and strive for excellence
- Shape curriculum to discover, explore and build aspiration

SEND INFORMATION REPORT SEPTEMBER 2020

Code of Practice 6.79

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in Schedule One of the Special Educational Needs and Disabilities Regulations 2014 and paragraphs 6.79-6.81 of the SEND Code of Practice.

Risedale School's Approach to Special Educational Needs

At Risedale our philosophy is to offer a broad and balanced curriculum for all pupils. Children and young people (CYP) with a wide range of SEND are welcomed into the school. If a parent of a pupil with an education, health and care plan (EHCP) requests a place at the school via the Local Authority and we are able to meet need, the CYP is welcomed and strategies sought to meet needs. Within this it is recognised that some pupils will require a greater level of support to reach their potential. We aim to support pupils across the four broad areas of special educational need:

- Communication and Interaction
- Cognition and learning
- Social, Emotional and Mental Health
- Sensory and/or physical needs.

The school has a well-resourced Pupil Support & Development (SSD) department consisting of a team of well-qualified and highly motivated Teaching Assistants; three specialist Higher Level Teaching Assistants (HLTAs), five General Teaching Assistants (GTA), Assistant SENCo Stacey Burke and a Special Educational Needs Co-ordinator (SENCo), Helen Whitehead, who is also the Vice Principal (Safeguarding and Behaviour). Our plan for 2020-21 is to recruit two additional GTAs so we can further enhance the support for our students.

The SSD department is an important resource within the school and aims to ensure that barriers to learning for students with Special Educational Needs are removed and that all students are able to access a high quality of education in its widest sense.

Admissions

There is a close working partnership between the admissions office at county hall, our own admissions personnel and SENCo. All transition stages are carefully managed to ensure that we have the correct information regarding each individual. We aim to meet parents or carers before any child starts with us in order that we can gain valuable insights into the child and give the parents/carers a familiar face to contact in the future.

We work closely with all of our local primary schools to arrange transition reviews during the year prior to their arrival with us and we provide a week-long transition package for all Year 7 pupils in July of each year. In addition to this we also run a year round transition programme for Y5 and Y6 pupils who are SEN and/or vulnerable and anxious about coming to secondary school. The extended transition takes place in The Hub, a small onsite facility in the school grounds. We also work closely with the LAC Virtual school to develop bespoke packages of support where necessary.

The school welcomes all pupils and endeavours to ensure that appropriate provision is made to cater for their needs. All pupils with SEND play a full part in the daily life of the school and are encouraged to join in all activities. Where additional provision is necessary, the parents/carers are always informed and participate in agreeing the programme of support.

Identifying Pupils with Special Educational Needs

Pupils are initially identified as having SEND through liaison with local primary schools. Pupils may also be identified during their time at Risedale School, either through staff observation or by referral from an outside agency. All new starters to the school, regardless of their time of arrival or year group they are joining, are also assessed as to their initial needs on entry.

From 2020-21 we will be using GL Assessments CAT4 tests and the SEN Assessment Toolkit to identify, intervene and track progress where students may be experiencing difficulties in specific areas.

Access arrangements for public examinations are carried out in Year 9 after a comprehensive programme of Key Stage 3 interventions.

Pupils with SEND are monitored via the SEN Support Plan review system. Detailed feedback on pupil progress is collected, shared with parents and the pupil, and used to agree personal targets. Parents and pupils are fully involved in this process, which also takes into account pupils' strengths, aspirations and interests. The effectiveness and impact of any intervention is reviewed on a regular basis to ensure that action taken is appropriate and is helping the pupil to progress. Many pupils can benefit from SEN support, but some pupils who need high levels of support, or who have complex needs will need to be referred for an Education, Health and Care Plan (EHCP).

SENCo – Helen Whitehead – Deputy Principal – whitehead.h@risedale.org.uk
Assistant SENCo – Stacey Burke – burke.s@risedale.org.uk

The Risedale School SEND Policy can be found at:
<https://www.risedale.org.uk/information/policies>

The North Yorkshire local offer can be found at:
<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

Parents/Carers

A parent's/carer's knowledge and understanding of their child's needs is essential to support Risedale in making the best provision for their child. We welcome and value the involvement of parents and pupils in all aspects of the SEND provision at the school and we aim to keep parents/carers fully informed about any involvement the Pupil Support and Development department has with pupils. Parents are encouraged to contact the school if they have concerns or queries – we aim to respond to any concerns raised in a timely, effective and supportive way.

We will communicate with parents/carers formally and informally and the SENCo is available at all Parents' Evenings throughout the year as well as being available for 1:1 appointments.

On-going communication with school may include:

- regular contact by phone or by e-mail to keep parents/carers informed of things that are going well or of particular successes

- more regular meetings to update parents/carers on their child's progress and whether the support is working
- clear information about the impact of any interventions
- guidance for parents/carers to support their child's learning at home.

Pupil Participation

The school will obtain the views of all children (pupil voice) to shape provision in school through online questionnaires and pupil panels. Risedale School also has a school council.

In addition, it is vital that the views and aspirations of children and young people with SEN are listened to and they are supported to achieve their aspirations as far as possible. We aim to talk to the SEN pupils to review progress once per term but we often do this more frequently if pupils approach us or class teachers identify a need to modify current provision. Pupils will always be encouraged to participate in their formal support plan reviews/EHCP reviews, but where they do not feel able to do so, their views will be sought prior to the meeting through a questionnaire. All pupils complete a one page profile, with support where necessary, in advance of reviews; the one page profile is a summary of what matters to the young person and how to support them well.

All pupils are given equal opportunities to take part in activities both on and off site. There might be occasions where reasonable adjustments have to be made in order to accommodate certain specific conditions or disabilities. All pupils are fully integrated into the life of the school and offered the chance to represent pupil voice on the pupil council if they so wish.

Assessment and Review of Progress

All pupils with SEND should make at least expected progress, in line with their peers. Risedale measures progress 3 times per year for KS3 and KS4. The tracking data is entered in by all subject teachers, showing the pupil progress against benchmarked criteria or GCSE grades and collated into one report. This report documents attendance and attitude towards their learning. There are additionally more frequent internal department tracking of progress of all pupils and any new concerns are raised with SSD. Similarly, frequent progress checks are carried out by the SSD department when issues are identified by staff, parents or pupils.

At tracking points the SENCo and Vice Principal in charge of progress meet to plan interventions for all pupils, but with particular focus on SEND and disadvantaged pupils, to help to accelerate their rates of progress. Regular meetings are held with staff who are delivering interventions to assess the progress and highlight any issues arising so that they may be dealt with quickly. In addition to the whole school document SEN pupils have their own Individual Support Plan, which is available to all staff, pupils and parents/carers via our BROMCOM system.

Preparing for the Future

At Risedale the external Careers Advisor will see all pupils, but especially SEN pupils, to give support in finding the correct post 16 provision. The voice of the pupil is seen as central to this process. In line with Gatsby principles this work starts early in school and through later years also involves sixth form providers, apprenticeship schemes or directly with employers. SEN pupils can have multiple interviews with the careers team and are fully supported in any application and interview process. Some pupils have had a course on Independent Travel training from the Local Authority to enable them to access provision by public transport once they leave us.

Teaching children and young people with SEND

At Risedale we insist upon Quality First provision for all in the classroom. If pupils are identified as needing additional support and interventions to aid their progress, teaching assistants will be allocated to particular classes or individuals to assist the delivery of learning. During regular tracking and screening, pupils might be identified who would benefit from some additional support in literacy or numeracy to help them to access the wider curriculum offer. For this they may be invited to come out of a lesson to undertake additional support in the Pupil Support and Development department. The Support and Development department is based in rooms 7 and 6 on the ground floor corridor within the school. Pupils are supported with a range of needs such as Moderate Learning Difficulties, Social, Emotional and Mental Health Difficulties, Specific Learning Difficulties, Physical Difficulties, Autistic Spectrum Disorder and Speech, Language and Communication Difficulties.

Support staff are deployed for both in class support and to deliver interventions. In class support is targeted to pupils identified by the school as SEND or who have an Educational Health Care Plan (EHCP). Interventions are based on individual needs, assessed by both support staff and by teachers or parents/carers raising concerns. The interventions which we provide cover a variety of needs, such as:

- Reading intervention
- Handwriting
- Basic maths
- Social Skills
- Emotional regulation
- Working memory
- Involvement of external agencies (Communication and Interaction specialist teachers, specialist teachers for hearing and visually impaired young people, Educational Psychologists etc.)

Curriculum Entitlement

Some pupils with SEND require further reasonable adjustments to the curriculum offer or access to it. We are accessible for any child who is physically disabled and pupils may leave lessons a few minutes early to negotiate corridors etc. Some pupils also spend time in our Hub facility or in Lawrence House or Room 7. The latter is open every break time and lunch time for pupils who wish to be in a quieter, safe environment and play board games or access homework help. Staff and the support team work closely together to identify and overcome any barriers to learning and all information regarding Support Plans or risk assessments is stored and flagged on our data management system, BROMCOM, so that it is readily accessible by everyone.

Training

Regular training is provided to all staff to enable them to meet a range of SEND. Teachers and teaching assistants are provided with training as part of the core professional development with additional training provided throughout the year for all teaching staff to meet individual needs as necessary.

The Assistant SENCo is fully trained and gained NASENCo in 2018. The SENCo is participating on this programme in 2020/2021 to also gain the national qualification and is supported in this transition by the assistant SENCo.

The HTLAS have a range of specialist training including, Mental Health training, Good Autism Practice, Reading Intervention, Handwriting, Read/Write, Drawing for Talking, Numeracy, Braille, ASD. A number of our team have completed MPTA (Maximising the Practice of TAs) training, while others have completed Cygnet training to support students with ASD. We have one TA who is training to be an ELSA (Emotional Literacy Support Assistant).

The SENCo and Assistant SENCo attend SEN network meetings in the autumn and spring terms of each year and the Inclusion Conference in the summer term. These meetings are an opportunity to share good practice, update knowledge and skills and to network with colleagues across the county.

Evaluating the SEN Provision

The progress and attainment of all children is carefully monitored and reported to parents. At Risedale we collect tracking data 3 times a year for KS3 and KS4. At each of these points a report is sent home and internal analysis is carried out by the Deputy Principal in charge of data and progress and intervention progress is mapped against these outcomes. Regular meetings of the intervention team show incremental progress and these help to inform strategies or further interventions required. During the planning/review meetings with parents/carers, and where possible the child or young person, the teacher will explain what the expected impact will be by the time the intervention is reviewed and how this will be measured. Reports and Support Plans capture this information which is written during the meeting. This meeting with parent/carer and child is often described as a 'learning conversation'.

The school will evaluate the impact of all interventions and whether they have a strong evidence base of effectiveness.

Extra Pastoral Support Arrangements

Pupils who are experiencing any social, emotional or mental health issues are dealt with sensitively. We can offer social groups in The Hub for anxious pupils or pupils with ASD. We work with families to gain support through referrals to The Healthy Child Team, GP and CAMHS or Early Help. We can offer rooms for the outside agencies to come into school and work with the young people. Some of our pupils have an identified key person who they have a positive relationship with who acts as a mentor to them.

Some pupils who have particular Social Emotional Mental Health (SEMH) issues and some who may have particular behavioural needs may benefit from a short-term intervention/support package of alternative provision through our internal Lawrence House Programme, where specialist support advisors and external agencies (as required) can work alongside the curriculum delivery team. This ensures that pupils receive as much support as possible to deal with issues and concerns they have whilst accessing the learning required to keep them up to date with their peers.

External Agency Support

At Risedale we are fortunate to have a Local Authority that offers a range of specialist support and outreach services, including Educational Psychologists and local Enhanced Mainstream Schools (EMS), to help schools to deliver appropriate support and interventions. Risedale also currently has other specialists, such as speech and language therapists, MEA service, Occupational Health and the Communication and Interaction team working closely with us. We hold regular multi agency reviews, to which parents are invited, so we ensure we get the best wrap around provision possible for the pupil. Any pupil who is LAC and SEN is given additional support through close liaison between school and the Virtual School Headteacher and LAC team.

Procedures for Concerns

If there are any concerns regarding the provision of a pupil, the school encourages parents to approach the SENCo or Assistant SENCo in the first instance, who will endeavour to resolve any issues with the relevant members of staff. If it is then felt that the issue has not been dealt with satisfactorily then the approach would be to follow the general complaints procedure found in the policy section on the website.