

SEND and Disability

Ripley St Thomas Church Of England Academy Local Offer

School/Academy Name and Address	Ripley St Thomas CE Academy		Telephone Number	01524 64496
	Ashton Road Lancaster LA1 4RS		Website Address	www.ripleystthomas.com
Does the school specialise in meeting the needs of children with a particular type of SEND?	No	Yes		
	X			
What age range of pupils does the school cater for?	11-19			
Name and contact details of school's SENDCo	Mrs A Casson admin@ripley.lancs.sch.uk			
Ripley Offer reviewed	November 2020			

Name and contact details of the person/role responsible for maintaining details of the Local Offer for Ripley St Thomas C Academy:

Name of Person/Job Title	Mrs A Casson - Vice Principal		
Contact telephone number	01524 64496	Email	admin@ripley.lancs.sch.uk

Accessibility and Inclusion

What the school provides:

- Ripley is a large academy (1700+ pupils) on a very large site which provides a wealth of facilities and a number of challenges. Some buildings are original and were built around the time the school opened in 1864 so there are narrow and steep staircases. When we have made alterations or built new accommodation, access has been carefully thought through with new building regulations adhered to. There are two lifts on site, in the sixth form block and the sports hall only. Parking is very limited with some dedicated spaces for those requiring them on both the sixth form and main school sites. Toilet facilities in different parts of the school are adapted for all access toilets. We have full all access facilities in the main school, sixth form and sports hall. A loop system is available in the chapel.
- Movement around our very large site can be challenging with significant distances between the 12 separate buildings of the academy and very narrow and crowded corridors in the main school.
- We communicate with parents through our Parentline system. Additional communication takes place through letters, text, telephone, reports, meetings, consultation evenings, reviews, family meetings, Facebook and Twitter.
- Safety and security are paramount but there is a balance needed with accessibility. Barriers to limit vehicular access during the school day have been put in place. We review protocol and procedure at senior management meetings regularly. We endeavour to make arrangements for all to access the site and have access to the full curriculum.
- Adapted furniture and equipment are made available for pupils to facilitate their access to the curriculum. We are able to offer ICT equipment and software for some individuals in a number of areas of the school.

Teaching and Learning

What the school provides:

- Identification of need is an ongoing process. Pupils' needs change so we endeavour to be flexible with intervention offered. It is the responsibility of the subject specialist to monitor progress on a regular basis. Teachers are encouraged to discuss individual concerns with the learning support department so strategies can be implemented. We use a number of diagnostic tests to identify gaps in pupils' learning including KS2 SATs, CATs, PiES, PTMs, NGRT, spelling and reading tests alongside internal termly reports and yearly examinations.
- Additional support in the classroom is delivered flexibly. There are limitations to the amount that can and, we believe, should be provided. Our overriding aim is to develop independent learners. In this vein nurturing an individual's skills and strategies will give them confidence. In the classroom we use

coloured overlays, adapted power points and enlarged print documents to facilitate learning.

- Literacy intervention is a priority at Ripley. We facilitate intervention through timetabled lessons and withdrawal at assembly times. All pupils in year 7 and 8 have a timetabled reading lesson with extra sessions for some pupils focusing on spelling and handwriting.
- Once a pupil's needs are identified we work individually with them so techniques can be used across the curriculum. ICT facilities such as laptops, alpha smarts and touch typing programmes are introduced. We commission external professionals when we need extra input with pupils: educational psychologists, ASD teachers, VI and HI teachers along with medical professionals, speech and language support and diabetic and epileptic nurses.
- Staff have SEND training included as part of their induction programme. SEND INSET is part of the whole school INSET cycle. The staff have in house training and access to training through external agencies.
- The Ripley SENDCo holds the College Certificate of Advanced Studies in SEND and the Learning Support manager and the assistant manager have the Certificate of Psychometric testing for assessments and access arrangement. Ripley has a medical assistant who attends to medical, first aid issues and care plan writing. Our teaching assistants (TAs) are experienced in supporting a variety of needs in the classroom and learning programmes organised by external professionals. For example our teacher for ASD devises 'friendship' workshops and social story sessions which the TAs implement on a regular basis.
- Ripley works within the examination board guidelines to facilitate access arrangements that are proportionate and appropriate for individuals. Individual subject teachers have responsibility for differentiating material to make lessons accessible to all. In Key Stage 4 we offer mostly GCSE courses with a BTec in Animal Care and Landbased Studies. If any individual needs to access alternative provision this is monitored by pastoral staff.

Reviewing and Evaluating Outcomes

What the school provides:

- All pupils with an EHC plan will be reviewed annually with all professionals working with the child invited to attend or provide a report. These will be conducted in line with the statutory guidance. Information will be gathered and distributed prior to the meeting. Similarly summary advice is sent to the Local Authority and parent/carer after the meeting.
- Progress of other pupils with additional learning needs is monitored by their teachers, learning support department and through the school's assessment procedures e.g. termly grades. Internal tracking systems are used to highlight

progress of individuals in identified groups and cohorts including those with additional needs.

- Broadly, parents receive grades three times a year. A parents' consultation evening is also held at least annually.
- When a parent requests additional meetings these are done through appointments to ensure privacy and confidentiality.
- The effectiveness of our provision is measured in the progress individuals and groups of students make during their time in each key stage. Nationally agreed standards and criteria are agreed and worked towards for ALL. However spiritual, social, emotional and behaviour progress are important and highly valued at Ripley.

Keeping Children Safe

What the school provides:

- Ripley endeavours to ascertain all pertinent and relevant information and data about pupils before they are admitted. This information enables colleagues (eg school nurse, learning support manager, SENDCo) to develop risk assessments and care plans to ensure each pupil can access the curriculum.
- When risk assessments or care plans are in place these will be reviewed regularly and/or when needs change.
- We agree a designated pick up and drop off point for pupils who have to access the site by car or taxi. However, if required, pupils can be dropped off and a responsible adult will be designated to greet them. Access and parking on site is very limited so designated and agreed drop off/pick up points must be authorised to ensure the safety of ALL pupils.
- There are a number of places around school which provide supervised support at social times eg library, learning support Chaplaincy.
- The EVC coordinator is responsible, with party / trip leaders, for completing risk assessments for all trips / holidays / excursions.
- The school has a clear safeguarding policy. It is inclusive and comprehensive. This and the anti bullying policy are available directly from the school's website or hard copies are available on request.

Health (including Emotional Health and Wellbeing)

What the school provides:

- Ripley takes the health and wellbeing of its pupils seriously and a full time on site medical assistant is available. She is able to keep and administer medication. Pupils are not allowed to carry medication. They must take it to the medical assistant for safe keeping. She keeps it secure, checks it and

administers it according to instructions. She keeps a record of all medications given. In her absence this responsibility falls to qualified first aiders.

- Medication is checked regularly for expiry dates. If this occurs parents are asked to send replacements.
- The medical assistant is actively involved with the pupil, their parents, medical professionals and teachers to draw up care plans. A database identifying medical needs is compiled and circulated to all staff. Pupil care plans are held centrally with the medical assistant with copies given to identified, responsible staff and parents. These care plans are reviewed annually or when circumstances change.
- The staff are briefed by the medical assistant about pupils with medical needs. Additionally a number of school staff are trained as first aiders.
- There are three defibrillators on site in the sixth form, main school and sports hall. A number of staff are trained to use these including all PE staff.
- In the event of a medical emergency the medical assistant is sent for. After an initial assessment she will decide what action to take on the spot and when / or if an ambulance should be called. If the medical assistant is unavailable a qualified first aider will be called.
- Health professionals regularly make appointments to visit pupils at school. This is always done with parental permission and subject to safeguarding protocols. Professionals from speech and language, CAMHS, educational psychologists, visual and hearing impaired and diabetic nurses are examples.

Communication with Parents

What the school provides:

- The Ripley website is always the place to start when parents want information. The site is updated regularly displaying news, policies, department information, admissions, sixth form information, calendars and Friends' events to name just a few.
- Parents can use the unique 'Parentline' facility to request information and send enquiries. This is then forwarded to the most appropriate member of staff. They endeavour to respond within five working days. In emergencies, parents may ring the academy.
- New families to the school are given the opportunity to meet and be introduced to key members of staff on a variety of parental evenings.
- A summer school, which has been running for seven years now, enables vulnerable pupils to meet staff and get to know the school site.
- Each child is invited to a transition day in the summer term before they start in the autumn. Additional days are made available for some pupils as required and recommended by primary schools.

- The Friends of Ripley welcome all parents as members and encourage them to get involved with fundraising and social activities.
- Parent governors are elected on a four year cycle.
- We regularly seek views of parents and pupils through questionnaires and audits on a variety of subjects from bullying to curriculum issues. As mentioned earlier, parents are regularly provided with grades, reports and verbal feedback on the progress of their child.
- An open day is held at the beginning of July every year.

Working Together

What the school provides:

- Through our Pupil Voice system pupils are regularly asked for their views on all school matters.
- The school council meets with senior teachers and the principal to raise ideas, concerns and issues on a half termly basis. The school council members feedback to year meetings to ensure the whole school is involved. If appropriate, they attend governor and Ripley Friends' meetings.
- Our enrichment days provide opportunities for pupils to express opinions and views to outside guests and speakers including local councillors, our MP and health professionals.
- Our peer mentor system is vital. It gives older pupils the opportunity to take responsibility for younger pupils and it provides a conduit for dialogue between years.
- A buddy system for new pupils eases the settling in process for pupils transferring mid-year.
- Pupils' views are regularly sought when the school has formal and informal reviews on its provision, eg HMI, OFSTED inspectors, diocesan representatives.
- Pupils also take an active role when staff are appointed. Their views are fed back to the appointing panel.
- Pupils complete regular questionnaires about their teaching and wellbeing.
- Parents are also asked to complete questionnaires on a variety of topics including safety, learning, provision and curriculum.
- Pupils with additional needs attend annual review meetings with their parents.
- The constitution of the Governing Body requires parents to be represented. When a vacancy arises or term of office expires vacancies are advertised. Interested parents can then apply and the procedure set out in the constitution is implemented.
- Work with families should be a partnership, the basis for this is set out in the home/school agreement which is signed when pupils enter the school.

- Link governors are appointed with responsibility for many areas including safeguarding, SEND and pupil premium. They liaise with key staff at school and report back to the governing body, ensuring regular and comprehensive reviews are completed.
- Governors approve professionals meeting with pupils on site providing safeguarding procedures are adhered to.

What Help and Support is available for the Family?

What the school provides:

- Administrative assistance is available on request. The most appropriate member of staff is identified depending on the nature of the request. Bilingual staff, for example, can help with translation.
- The school website has a wealth of advice and guidance to support pupils and parents on a variety of topics. If additional support is needed parents can use the 'Parentline' facility.
- Careers advice and guidance is provided by a qualified independent advisor. She visits school weekly and supports our in-house designated staff. Mr D Gillthorpe, Assistant Principal, has overall responsibility for careers education information advice and guidance (CEIAG). Meetings for advice can be group based and/or one-to-one. Vulnerable pupils may have repeat appointments to ensure their needs are met.
- Pupils travel to and from Ripley by taxi, bus, train, bicycle or they may walk. The school has members of staff able to offer advice about travel options. Duty teams oversee the loading of the 15 buses each evening. Links with individual bus companies and the safer travel unit are fostered for the benefit of the pupils.

Transition from Primary School and School Leavers

What the school provides:

- Ripley works with feeder schools and the Local authority Information, Advice and support Team (IAS) in advance usually from year five onwards this was formally known as the Special Educational Needs and Disabilities, Information and Support Service (SENDIASS). This continues when pupils are allocated places until they start in the September.

For details contact: 0300123 6706 or email information.lineteam@lancashire.gov.uk
Monday-Friday 9am – 5pm.

- An open evening in July is advertised widely. Every aspect of school life is on display and departments can be visited. Follow up tours and meetings are arranged on request.

- Transition visits to primary schools are undertaken by the Year 7 progress leader at the beginning of the summer term. A parents' information meeting is also held and transition days for all pupils are held in June. Again further visits are arranged for vulnerable pupils.
- Identified Year 6 pupils are invited to attend the Ripley Summer School. This has now been running since 2014.
- ALL pupils are offered Careers Education Information Advice and Guidance (CEIAG) from specialist professions (in-house and external colleagues). Follow up appointments are available for those with additional needs.
- CEIAG colleagues attend parental consultation evenings in Years 9, 10 & 11.
- KS3 pupils are given advice on KS4 subjects and curriculum planning when preparing to make option choices. Talks from external providers are included on our Enrichment days.
- A bi-annual careers evening is organised. It is held in our sixth form centre with local and national companies and employers represented.
- For SEND pupils statutory meetings and appointments with CEIAG professionals are organised through Years 9 to 11.
- The learning support manager liaises with the careers officer, pupils, parents and external providers to ensure smooth transition to post-16 provisions.
- Enrichment days provide opportunities to talk to post-16 providers. By arrangement, pupils attend open days and taster sessions.
- Some pupils are given the opportunity to undertake work experience.
- 6th form pupils have dedicated staff to advise on college, university, employment and training opportunities post 'A' level. A dedicated careers library supports this work.
- The school works in partnership with local universities to create opportunities for students and parents to understand the UCAS system and application methods to higher education.

Extra-Curricular Activities

What the school provides:

- Ripley has a Breakfast club, Lunch club, and Homework club (after school) to provide opportunities for self-study. (However it must be noted these are not child care facilities).
- A Summer School has been running each year since 2014 and selected Year 6 pupils will be invited to attend.
- There is a huge variety of after school clubs available for Ripley pupils to become involved with. These include: sports, music, drama, dance, green club, robotics club, photography, Duke of Edinburgh award, textiles, knitting, reading and even a pony care club, to mention but a few.

- Individual Music tuition is available but this has to be paid for unless a bursary is applicable.
- Attendance at/on some clubs, trips and visits are subject to a voluntary contribution. However, a small fund is available in case of hardship.
- Full risk assessments are completed before activities are undertaken.
- Vulnerable pupils can be initially supported accessing clubs by older pupils, teaching assistants or teachers attending with them. The pupils are actively encouraged to join clubs to develop friendships in a social setting.
- The 6th form team linked to main school year groups assist with individuals and groups who need support when making new friends.