



Send
Information
Report

October

2021



Ripley St Thomas Church of England Academy Special Educational Needs and Disabilities Information Report (October 2021 – 2022)

The following document is designed to provide information for parents and carers at Ripley St Thomas.

For further details about Lancashire's local offer visit:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

Introduction

Ripley St Thomas C of E Academy seeks at all times to maximise the potential of all students, whatever their needs and abilities, by ensuring that they all benefit from effective learning opportunities within the school and wider community.

We are a fully inclusive school which endeavours to enable all students to achieve their potential; personally, socially, emotionally and academically, in all areas of the curriculum. This document is intended to provide information regarding the ways that pupils are supported at Ripley St Thomas, including those with SEND (Special Educational Needs and Disabilities). Not every skill, resource and technique that we employ is listed, as these are continually developed and modified to meet the changing requirements of individual students.

What kinds of Special Educational Needs do you provide for at Ripley St Thomas?

At Ripley we cater for a wide range of needs. Here are some of the needs we currently cater for:

- Specific Learning Difficulties such as Dyslexia
- Autistic Spectrum Conditions
- Hearing Impairment
- Visual Impairment
- Speech and Language Difficulties
- ADHD (Attention Deficit Hyperactivity Disorder / ADD (Attention Deficit Disorder)
- Social, Emotional or Mental Health or well-being difficulties
- Physical and / or medical difficulties

How do you identify students with SEND and assess their needs?

Pupils with SEND are identified in a number of different ways:

- Information provided from Primary School
- The use of screening tests and diagnostic assessments in school
- Concerns raised by parents
- Self-referral from a pupil who has concerns about their own learning
- Referral from a teacher who has concerns about a pupil

Prior to the start of Year 7, information is gathered from primary schools, parents and other professionals at the point of entry. At the start of Year 7, all pupils are assessed using the Cognitive Ability Tests (CAT) and Progress in English, Maths and NGRT reading tests. From

here, further pupils may be identified and, with parental consent, will have further detailed assessments to identify a child's strengths and weaknesses and further support may be put into place from these. The Progress in English, Maths and NGRT tests are repeated at the end of year 7, 8 and 9, providing further opportunities to identify pupils for whom there are barriers to their learning.

Throughout Year 7 to 11, where pupils have not already been identified through the entrance screening procedure, teachers may raise concerns with either the SENDCo, Progress Leader or Assistant Progress Leader. Staff from the Learning Support department will then follow up the concern and arrange whatever action/referral is considered the most appropriate.

Parents can also raise concerns throughout the year via Parentline. Again, this will be raised to the SENDCo (SEND Coordinator), Progress Leader and Assistant Progress Leader, where the concern will be followed up with whatever action/referral is considered the most appropriate. If parents take their child for a private assessment, this can be sent into school to help update a pupil profile as well as decide on the next steps for the child.

We have two formal categories of SEND at Ripley St Thomas, SEND support and Educational Health Care Plans (EHCP):

SEND Support – pupils who may be supported long term by a Teaching Assistant, Educational Psychologist, Special Advisory Teacher or other professional. These students are likely to have a Student Support Plan as their needs are defined as being additional to or different from that generally made to others of the same age at Ripley St Thomas.

EHCP – applies to pupils who have a long term additional need and receive specialised advice and support. These students will have a Student Support Plan.

Who is in the Learning Support department?

In the Learning Support department there are five TAs, one HLTA and two SENDCos (Mrs Laura Cooper and Mrs Jane Smith). TAs are timetabled to reflect their academic specialisms and the timetable of pupils with EHCPs. In addition to providing in-class support, teaching assistants also mentor students and provide intervention sessions. The Learning Support department also welcomes specialist colleagues into school to provide additional guidance and support for pupils e.g. ReachoutASC

Role of the SENDCo

The SENDCo is responsible for assessing, planning and monitoring the progress of children with special educational needs and disabilities (SEND). The SENDCo consults and liaises with staff, parents and carers, external agencies and appropriate professionals and voluntary bodies; they apply for extra funding. They try to ensure that support is co-ordinated and targeted appropriately, and that all are informed and updated about children on the SEND register and understand how best to help.

What arrangements do you have for parental involvement with regards to students with Special Educational Needs?

For pupils who have an Education, Health and Care Plan (EHCP) at Primary School, the SENDCo is usually invited to the Year 6 transition review to begin to discuss the transition arrangements with parents, the school and other professionals about the most appropriate transition. For other students, there is a chance to hold a meeting with the SENDCo and Progress Leader to discuss any concerns and pass on any information.

During the first half term in Year 7 there is also a whole school opportunity to meet form tutors, the Progress Leader, Assistant Progress Leader and SENDCo as part of the Year 7 Welcome Parents' Evening.

Meetings and contact with parents usually take place within the normal cycle of discussions with parents and all pupils for example Parents' Evenings. However, it is recognised that for parents of pupils with SEND these meetings may take more time, and parents are actively encouraged to contact the Learning Support Department via Parentline whenever they have concerns or queries regarding their child's needs. In addition, there will be SEND Review days throughout the academic year when parents are invited into school to discuss their child's progress and next steps with a focus on their needs.

Pupils with an EHCP will be invited to meet the SENDCo at least once a year to formally review progress and plan support. In practice, contact between parents and school will usually be more frequent.

How do you consult with students about their Special Educational Needs and/or disabilities?

Along with whole school opportunities to join in 'pupil voice' surveys, school council, parents evenings etc. students with SEND will be involved in the review process and this will vary dependent on each case. For some pupils this will be feedback on strengths and difficulties and influencing strategies given to teachers. For others it may be through written advice for their formal annual EHCP review.

How is progress monitored and supported?

As part of Ripley's Assessment and Reporting cycle, contact will be made with parents at least three times a year through published reports, and there is at least one Parents' Evening for each year group. The SENDCo will analyse this information to track the progress of SEND pupils. In addition, the SENDCo will analyse the results of the internal diagnostic testing, as mentioned above. For SEND pupils receiving specific interventions, targets are set and reviewed every 6-8 weeks. Students with an EHCP will also have an Annual Review after the initial pupil passport has been created. All students with an EHCP, and their parents, will contribute to the writing of the pupil passport.

What arrangements are put into place to support students who are moving from Ripley St Thomas to different phases of education and in preparing for adulthood?

For students with an EHCP, we work closely with local colleges, and local colleges are invited to the Year 11 (or Year 10 if appropriate) transition review so that we are able to pass on necessary information so that the pupil can have a smooth transition onto their next step.

The SENDCo is also in contact with the Learning Support department at Lancaster and Morecambe College. At the end of Year 11 prior to starting at the college in the September, the Learning Support Manager from the college will meet with the SENDCo, to pass on any necessary information about pupils.

Other local Sixth Forms or Colleges will also contact the SENDCo, so that information about exam access arrangements and any provision that pupil may have had at school can be forwarded.

What are the destinations of some of the pupils with SEND?

- Ripley Sixth Form
- Lancaster and Morecambe College
- Kendal College
- Myerscough College
- Lancaster Royal Grammar School Sixth form
- Other local Sixth Forms

What is your approach to teaching students with SEND?

At Ripley St Thomas it is every teacher's responsibility to adapt teaching to respond to the strengths and needs of all pupils. Teachers can differentiate through four ways: content, process, product and learning environment. Teachers are informed about pupils' needs through Synergy, which is updated throughout the year, through access to reports and by information emails which are circulated when needed.

How are adaptations made to the curriculum and the learning environment for students?

Adaptations are made to the curriculum and the learning environment on an individual basis as to what that pupil needs. Adaptations that could be made include:

- Adapting the curriculum to ensure all pupils are able to access it for example, setting, teaching style, utilising TAs (Teaching Assistant) within lesson, smaller group teaching etc.
- Use of learning aides such as laptops, coloured overlays or paper, visual timetables.
- Quality First teaching within the classroom for example think time, visual as well as verbal clues, prompts, sentence starters, reading instructions aloud etc.
- Changing facilities for pupils with disabilities
- The Learning Support room and the Bridge are specialist rooms where extra support can be provided

What staff training for SEND do you have at Ripley?

Staff have been issued with a Learning Support Booklet, outlining the key areas of need for our pupils at Ripley and classroom strategy ideas. External specialist teachers are invited in to lead specific sessions, for example in ASC and ADHD. Throughout the year the Teaching and Learning Bulletin contains SEND teaching examples of good practice and relevant articles to help improve awareness and improved attainment in lessons for our SEND pupils.

Professional Support

In addition to the expertise internally, the following specialist support is also provided:

- Educational Psychologist assessments
- EAL 1:1 support
- Specialist teacher support for VI, HI, PD and ASC
- ASC Training for learning support assistants
- Whole staff CPD relating to SEND
- Mental Health First Aid training for learning support staff
- Occupational therapist
- Wellbeing mentor training for one TA

How do you evaluate the effectiveness of SEND Provision?

We evaluate the effectiveness of provision for pupils with SEND through:

- Reviewing pupil progress
- Reviewing the impact of interventions
- Using student questionnaires
- Monitoring by SENDCo, including learning walks and book scrutiny
- Annual reviews for pupils with an EHCP

What co-curricular opportunities are there at Ripley for SEND pupils?

We have numerous clubs and societies at Ripley St Thomas which are inclusive for all of our pupils, including those with SEND. These are either run in the morning before form time, lunch time or after school. Currently we run the following:

- Action for happiness
- Art
- Brass Group
- Cadets
- Choir
- Christian Union
- Debating club
- Dance
- Drama
- DT – Electronics
- Dungeons and Dragons
- Fantasy football
- Flute and Clarinet
- Football
- Guitar
- History
- Hockey
- Homework club
- Jazz Band
- Maths
- Music
- Netball
- Percussion Group
- Reading
- Running
- Rugby
- Saxophone
- School Band
- String Group
- Swimming
- Table Tennis
- Wellbeing

How do you support SEND pupils' social, emotional wellbeing within Ripley St Thomas?

Our Learning Support department works closely with the pastoral leaders in the school to monitor and support the wellbeing of our pupils. We have counsellors that work with our

pupils. Our School Chaplain provides additional support for our pupils to talk to and we have wellbeing groups for our students. Some of our staff are trained wellbeing advocates and our staff wellbeing newsletter has examples of strategies to help our pupils socially and emotionally with their problems. We have a strict no tolerance policy regarding bullying at Ripley and our pastoral team and behaviour managers swiftly deal with pupils concerns.

What other agencies do you use to ensure that students' needs are met?

Where we have permission from families to do so, we work with many other agencies to ensure that the needs of the pupil and their family is met. This could be by following the LA (Local Authority) Early Help Assessment and SEND Early Help Assessment Procedures and have a Team Around the Child/Family approach which involves Progress Leaders as well as the SENDCo.

We have Specialist Teachers and agencies that come into school to work with pupils such as ReachoutASC, HI (Hearing Impaired) Specialists, SALT (Speech and Language Therapy), physiotherapists, occupational therapists, educational psychologists and other voluntary services.

What should I do if I have a complaint about SEND provision?

The first thing to do would be to get in touch with the SENDCo to see whether the issue can be resolved. This can be done via Parentline.

If deemed necessary, the school complaints procedure should be followed. This can be found on the school website in the policies section.

For further details about the school's Accessibility Plan:

<https://ripleystthomas.com/app/uploads/2021/05/Accessibility-Plan-May-2021.pdf>

For further details about the school's Admission arrangements:

<https://ripleystthomas.com/admissions/>