Send Information Report

September

2026

Ripley St Thomas Church of England Academy Special Educational Needs and Disabilities Information Report

The following document is designed to provide information for parents and carers at Ripley St Thomas about the implementation of the school's SEND Policy.

For further details about Lancashire's local offer visit:

https://www.lancashire.gov.uk/children-and-families/special-educational-needs-and-disabilities-local-offer/

As an Academy, we contribute towards the Local Offer in cooperating with the Local Authority and details can be found within this SEND Information Report of how this can be seen across the Academy.

Additional information on how we contribute to the Local Offer is published on the Academy website:

https://ripleystthomas.com/curriculumoverview/send-most-able/

Introduction

Ripley St Thomas C of E Academy strives to be a fully inclusive school. All pupils at Ripley St Thomas are valued equally, including those with SEND.

We endeavor to enable all pupils to achieve their potential, personally, socially, emotionally and academically, in all areas of the curriculum with the vision for every pupil to **'live life in all its fulness'** – John 10:10.

This document is intended to provide information regarding the ways that pupils are supported at Ripley St Thomas, including those with Special Educational Needs and Disabilities (SEND). 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 (SpLD) such as Dyslexia
- Autistic Spectrum Conditions (ASC)
- Hearing Impairment (HI)
- Visual Impairment (VI)
- Speech, Language and Communication Difficulties (SLCN)
- Attention Deficit Hyperactivity Disorder (ADHD) / Attention Deficit Disorder (ADD)
- Social, Emotional or Mental Health (SEMH) or well-being difficulties
- Physical (PD) 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 New Group Reading Test (NGRT). Following these tests, and with parental consent, some pupils may have furtherdetailed assessments to identify their strengths and weaknesses and further support may be put into place. 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 who are experiencing barriers to their learning.

Throughout Years 7 to 11, for pupils who have not already been identified through the entrance screening procedure, teachers may raise concerns with the SENDCo. 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, we also offer SEND drop in appointments with one of our Learning Support team. Concerns will be raised with the SENDCo (SEND Coordinator), Progress Leader, and Assistant Progress Leader, and the concern will be followed up with whatever action/referral is considered the most appropriate. If parents take their child for a private assessment, the report can be sent into school to help update their child's pupil profile, which can help in deciding on the next steps.

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

SEND Support – For the vast majority of pupils on SEND Support (K), their needs will be met by effective teaching and learning within the classroom environment by skilled teachers and support staff. In addition, pupils, where applicable, may receive additional input to support them with their specific barriers to education.

Some pupils can be supported long term by a Teaching Assistant (TA), Educational Psychologist (EP), Special Advisory Teacher or another professional.

All pupils will have an individualised passport detailing their individual needs, strategies and provision. This will be shared with parents and staff.

Education, Health and Care Plan (EHCP) – For pupils who have a long-term additional need and receive specialised advice and support, which is reviewed annually.

All pupils will have an individualised passport detailing their individual needs, strategies and provision. This will be shared with parents and staff.

Who is in the Learning Support department?

In the Learning Support department there are three Level 3 TA, four HLTAs, two TLCSW (Teaching and Learning Communication Support Workers), Two assistant SENDCO's, SEND Administrator, Deputy SENDCO and SENDCO. Teaching assistants have academic specialisms and are timetabled for pupils with EHCPs and those with 'high need'. In addition to providing in-class support, TAs also mentor students and provide small group intervention sessions. The Learning Support department has experts on hand, welcoming specialist colleagues into school to provide additional guidance and support for pupils including, for example, ReachoutASC, which supports pupils with ASC and ADHD, Visual Impairment Specialist Teacher, Hearing Impairment Specialist Teacher and Educational Psychologists.

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 voluntary bodies with appropriate professionals. The SENDCo ensures that support is co-ordinated and targeted appropriately, and that all those involved are informed and updated about pupils on the SEND register and understand how best to help.

What arrangements do you have for parental consultation and involvement with regards to the education of their children with SEND?

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

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

Also, during the first half term in Year 7 there is 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 take place within the normal cycle of discussions with parents and all pupils, for example during Parents' Evenings. However, it is recognised that for parents of pupils with SEND these meetings may take more time, and parents are actively encouraged, whenever they have concerns or queries regarding their child's needs they should contact the Learning Support Department via Parentline, this can be directed to Mr. J Bithell (Assistant Headteacher - SENDCO), who will be able to ensure that your request is dealt with by the most appropriate member of the LS Team. Parentline is our most direct form of communication and accurately records communication between the academy and parents. This is regularly monitored and staff should respond within 5 working days.

In addition, there are times 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.

It is appreciated that parents of pupils with SEND may need to contact school to pass on key information quickly. Therefore, there is a direct phone line to Learning Support department for parents. This can be accessed by calling 01524 64496 and selecting the Learning Support Department option.

How do you consult with students about and involve students in their education?

Along with whole school opportunities to join in 'pupil voice' surveys, school council, Parents' Evenings etc., students with SEND are involved in the review process and this varies dependent upon each case. For some pupils this will be feedback on strengths and difficulties and the influencing strategies given to teachers to support their learning. For those with an EHCP, their views will be sought as part of any EHCP review.

How is progress monitored and supported?

As part of the school's Assessment and Reporting cycle, contact is 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 analyses this information to track the progress ofPupils with SEND. In addition, the SENDCo analyses 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 also have an Annual Review after their initial Pupil Passport has been created. All students with SEND, and their parents, 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, the school works closely with local colleges, and these colleges are invited to the Year 11 (or Year 10 if appropriate) transition review so that the school is able to pass on necessary information so that the pupil experiences a smooth transition. School supports pupils and parents to ensure that there is an enhanced transition and a thorough handover takes place.

The local Sixth Forms or Colleges also contact the school's SENDCo, so that information about exam access arrangements and any provision that a pupil may have had at school can be duplicated.

All pupils at Ripley St Thomas are given a careers appointment and are guided and supported with next steps through curriculum time in PSHE lessons, Work Experience arrangements and through assemblies.

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

- Ripley St Thomas Sixth Form
- Lancaster and Morecambe College
- Kendal College
- Myerscough College
- Lancaster Royal Grammar School Sixth form
- Lancaster Girls' Grammar School
- Cardinal Newman college
- 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 their teaching to respond to the strengths and needs of all pupils. Teachers can adapt through four ways: content, process, product and learning environment. Teachers are informed about pupils' needs through Synergy and Provision Maps, online reporting systems, which is updated throughout the year, recording reports and emails, which are circulated when required.

How is the curriculum and learning environment adapted for students?

Adaptations are made to the curriculum and the learning environment on an individual basis and could include:

- Ensuring the curriculum is accessible for all pupils, for example, setting, teaching style, utilising TAs within lessons and in form-time and time-bound interventions, smaller group teaching etc.
- Use of learning aids, such as laptops, coloured overlays or paper, visual timetables Quality first teaching within the classroom, for example processing time, visual as well as verbal clues, prompts and scaffolding, modelling, sentence starters, reading instructions aloud etc.
- Ensuring there are 'All Access' facilities within school including toilets and PE changing areas
- The Learning Support room and 'The Bridge' are specialist rooms where extra support is provided.

How are pupils with SEND able to engage in activities available with children and young people in the school who do not have SEND?

We are a fully inclusive school and all pupils develop a strong sense of belonging and community during their time with us, and beyond. All pupils at Ripley St Thomas follow the same ambitious curriculum which is adapted, when required, to allow all pupils to access it. Pupils with SEND are actively encouraged and supported to attend cocurricular activities, trips and other activities beyond the curriculum. This is discussed at review meetings and any barriers to access broken down.

How are equipment and facilitates to support children and young people with SEND secured?

The academy uses a triangulation of Parent, Pupil and Teacher feedback to assess need of pupils. If pupils are identified as requiring additional equipment, Ripley St Thomas makes its best endeavors to provide this equipment as a normal way of working, for example a laptop due to illegible and slow handwriting.

What staff expertise and training for SEND do you have at Ripley St Thomas?

All staff receive up to date training and support in order to ensure pupils are able to access high quality teaching. External specialist teachers are invited into school to lead specific sessions, for example in ASC and ADHD. Alongside this, other specific training sessions are led by the SENDCo throughout the year.

The provision for SEND pupils is closely monitored at all levels and features distinctly as part of our quality assurance activities. Any gaps in our provision are addressed through regular CPD meetings at both whole school and departmental level.

Professional Support

In addition to the school's internal expertise, the following external specialist support is also provided:

- Educational Psychologist assessments
- English as an Additional Language (EAL) 1:1 support
- Specialist teacher support for VI, HI, PD and ASC
- Training for Teaching assistants

- Whole staff Continuing Professional Development (CPD) relating to SEND

- Mental Health First Aid training for Learning Support staff
- Occupational Therapist

How do you evaluate the effectiveness of SEND Provision?

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

- Reviewing pupil progress
- Reviewing the impact of interventions
- Using student questionnaires
- Monitoring by SENDCo, including learning walks and reviewing their subject books
- Annual reviews for pupils with an EHCP.
- Linking with the Governing Body. Regular reports go to the Student Affairs and Curriculum Committees
- Feedback from parents on our provision.

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 pupils, including those with SEND. These are either run in the morning before form time, at lunch time, or after school. Currently we run the following:

- Art club
- Badminton
- Basketball
- Brass band
- Cadets
- Cadet band practice
- Cadet parade
- Chess club
- Chapel Choir
- Choir
- Christian Union
- Coding club (GCSE)
- Content Creators club
- Dance club
- Dodgeball
- Drama club
- Drama exam rehearsals
- D&T drop in (GCSE)
- Eco club
- Fantasy Football Fridays
- Farm club
- Flute and Clarinet group
- Football
- Food clinic (GCSE)
- French revision (GCSE)
- Game design

- Guitar group
- Gym
- Handball
- Hockey
- Home Learning club
- Jazz Band
- Maths Clinic
- MFL Film club
- MFL Virtual Vocab club
- Music breakfast club
- Netball
- Orchestra
- Running club
- Rugby
- Samba band
- Saxophone club
- School band
- Science club
- String group
- Swimming
- Table Tennis
- Tabletop club
- Trampolining club

Wednesday Sixth form enrichment clubs are listed on the school's website.

How do you support SEND pupils' social, mental and emotional development within Ripley St Thomas?

The Learning Support department works closely with our Pastoral Leaders in the school to monitor and support the wellbeing of our pupils. Also, counsellors work with our pupils. The school Chaplain provides additional support to pupils individually and we run student wellbeing groups. Some of our staff are trained wellbeing advocates and our staff wellbeing newsletter includes examples of strategies to help our pupils cope socially and emotionally with their problems. We have a strict 'no tolerance' policy regarding bullying at Ripley St Thomas and our pastoral team and behaviour managers swiftly deal with pupils' concerns.

What other agencies do you involve 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 are met. This includes following the Local Authority (LA) Early Help Assessment and SEND Early Help Assessment procedures. Also, the school has a 'Team Around the Child/Family' (TAF) approach, which involves Progress Leaders as well as the SENDCo.

External Specialist Teachers and agencies that visit school to work with pupils include ReachoutASC, Hearing Impairment Specialists, Speech and Language Therapy (SALT), Physiotherapists, Occupational Therapists, Educational Psychologists and other voluntary services.

What are the contact details of support services for the parents of pupils with special educational needs?

Parents should contact the SENDCO, Mr J Bithell via parentline which is accessible via the school website on the 'Contact Us' section. Alongside this, for urgent messages to be passed on, there is direct line to the Learning Support Department on 0152464496 and selecting the Learning Support Department option.

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, Mr J Bithell, 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 within the Policies section.

Looked after children

Arrangements for supporting children and young people who are looked after by the local authority and have SEND are supported by the SENDCo and the Teacher in Charge of Looked After Children.

For further details about the school's Accessibility Plan:

https://ripleystthomas.com/app/uploads/2023/05/Accessibility-Plan-May-2025.pdf

For further details about the school's Admission arrangements:

https://ripleystthomas.com/admissions/