

Ryecroft C.E. Middle School

Special Education Needs and Disability Information Report – Policy and Practice

At Ryecroft C.E. Middle School we believe that:

- All young people are valued and included regardless of abilities, needs and behaviours
- All young people are entitled to a broad, balanced and enriching curriculum which adapts as appropriate to meet individual needs
- All our teachers are teachers of students with special educational needs
- All our students can learn and make progress
- Effective assessment and provision for students with SEND will be secured in partnership with parent/carers, student, Local Authority and other partners
- Maintaining students' safety and wellbeing is central to their development

And our objectives are to:

- Ensure that students at Ryecroft C.E Middle School with SEND achieve their full potential
- Work in partnership with parents, teachers, Governors and appropriate agencies in the best interests of SEND students
- Maintain the closest possible common policies and practice with institutions our students transfer to and from
- Follow the national Code of Practice

What are Special Educational Needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision which educates or trains a child or young person is to be treated as special educational provision.

Code of Practice 2014

At Ryecroft C.E Middle School we make provision for students with needs that include:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

How does Ryecroft C.E Middle School determine if special provision is required?

At Ryecroft C.E Middle School it is our aim to identify any pupil who has a Special Educational Need as soon as possible. Indicators could include:

- Concerns raised by parents/carers;
- Concerns raised through liaison with feeder schools/previous school;

- Concerns raised by a teacher, e.g. for behaviour or self-esteem if this is affecting performance;
- When attainment outcomes indicate a lack of progress;
- Changes in behaviour;
- If a pupil begins to ask for help more frequently;
- Liaison with external agencies;
- Health diagnosis by a paediatrician;
- Pupil observation indicates that they may have additional needs in one (or more) of the four areas:
 1. Communication and Interaction
 2. Cognition and Learning
 3. Social, Mental and Emotional Health
 4. Sensory/Physical Need

How do parents raise concern about their child's progress?

In the first instance please arrange to come in to school to speak with your child's form teacher, subject teacher. This may then result in a referral to the school SENDCO, **Mr. S. Bardon** whose contact details are: **01889 590394** or sbardon@ryecroft.staffs.sch.uk or the Assistant SENDCO, **Mrs C. Hurdman** whose contact details are: **01889 590394** or churdman@ryecroft.staffs.sch.uk More general concerns can also be raised with our SEND Governor who can be contacted through the clerk of Governors.

Ryecroft C.E Middle School pride ourselves on building positive, working relationships with parents. We are very open and honest with parents and we hope that parents feel that they are able to be open and honest with the school too. All parents/carers will be listened to. Their views and their aspirations for their child will be central to the assessment and the provision that is provided by the school.

What sort of support does Ryecroft C.E Middle School provide?

All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners. Pupils with a disability will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum.

The quality of teaching and learning is monitored through a number of processes that includes:

- Classroom observation by the Senior Leadership Team, the SENDCO and external verifiers
- Ongoing assessment of progress made by pupils in specific intervention groups
- Scrutiny of planning
- Whole school pupil progress tracking
- Attendance and behaviour records
- Learning walks by the Senior Leadership Team, the SENDCO and Lead Teachers
- Newly Qualified Teachers are monitored and supported throughout their initial year with additional lesson observations where required.

All pupils will have individual curriculum targets set in line with national outcomes to ensure ambition. These are shared with parents/carers at events such as Parents' Evenings and pupils' attainments to meet these targets are tracked using the whole school tracking system.

Pupils who are failing to make expected levels of progress are identified very quickly and are discussed in termly meetings that are undertaken between the SENCO and the SEND Governor.

Where it is decided that action is required to support increased rates of progress, this will follow an assess, plan, do and review model, in the form of an Individual Learning Passport.

An individual assessment of the pupil will be undertaken in order to make an accurate assessment of their needs, this will be recorded on the Individual Learning Passport. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.

Additional action to increase the rate of progress will then be identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.

If review of the action taken indicates that “additional to, and different from” support will be required, then the views of all involved, including the pupil and the parent, will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the form/subject teacher with advice from the SENDCO.

Parents will be informed that the school considers their child may require SEND support and their partnership will be sought to improve attainments.

SEND support will be recorded on an Individual Learning Passport that will clearly identify a set of expected outcomes, which will include stretching and relevant academic and developmental targets (including for older children, and young people, targets around preparing for adulthood). Progress towards these outcomes will be tracked and reviewed on a termly basis with the pupil’s key worker, the parents and the pupil.

If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parental consent has been obtained and may include referral to:

1. Behaviour Support Service
2. Dyslexia Centres
3. Autism Outreach Team – where a child already has a diagnosis
4. Hearing Impairment Team
5. Visual Impairment Team
6. Educational Psychologist Service
7. Education Welfare Officers (VIP)
8. Social Services
9. School Nurse
10. CAMHS – Child & Adolescent Mental Health Service

For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school’s own resources, a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided.

How does Ryecroft C.E. Middle School match the curriculum to each child’s needs?

Teachers plan their lessons using pupil’s achievement levels, differentiating work to better match ability to work provided for all pupils in the classroom. When a pupil has been identified as having special educational needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. In addition they will be provided with additional support that may include the use of specialist equipment or resources, ICT and/or additional adult help.

How will Ryecroft C.E. Middle School inform parents of attainment?

Attainments towards the identified outcomes will be shared with parents/carers termly through meetings or conversations with the pupil’s key worker, the Assistant SENDCO or the SENDCO. Parent’s Evening is also an opportunity to discuss attainment with the pupil’s teacher.

Parents are encouraged to arrange an appointment to discuss their child's progress with the form/subject teacher, the Assistant SENDCO, the SENDCO or a member of the Senior Leadership Team. Please contact the school office, on 01889 590394, to arrange this.

How will Ryecroft C.E. Middle School help you to support your child's learning?

Please look at the school website. It can be found at www.ryecroft.staffs.sch.uk and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home. The class teacher and/or SENDCO may also be able to suggest additional ways of supporting your child's learning.

What are the arrangements for consulting parents of children at Ryecroft C.E. Middle School and involving them in the education of their child?

At Ryecroft C.E. Middle School, parents are fully included and involved in the process of working with their children.

This includes:

Initial visits to the school

Early transition visits

Introductory meetings

Home/School Link Book for information exchanges and key messages

Parent/Carer Consultation Meetings

Education, Health and Care Plan Reviews and Report

What are the arrangements for consulting children of Ryecroft C.E. Middle School and involving them in their learning?

All pupils in our school are treated with dignity and respect. Our curriculum is accessible to all and fully inclusive. Children with additional needs receive a personalised learning offer, through their Individual Learning Passport, to enable them to experience success throughout their school life.

The School Council involves pupils and allows them to contribute and decide on aspects of school life, relating to their needs.

Pupils are encouraged to contribute their views to their Individual Learning Passport throughout the academic year. The assessment and annual review process of Education, Health and Care Plans includes the views of pupils.

What training do staff supporting children and young people with SEND undertake?

In the last two years school staff have received a range of training at three levels; awareness, enhanced and specialist.

Awareness training has been provided to all staff on:

- How to support pupils on the Autistic Spectrum (Autism Level 1 Training)
- How to support pupils with behavioural difficulties
- How to support pupils with Brain Traumas
- How to support pupils with Attachment Disorder
- Using Emotional Literacy to support pupils
- Attachment and Trauma training

Enhanced training has been provided to the Teaching Assistants on:

Specialist training has been provided to the SENDCO / Assistant SENDCO on:

- Attendance at the termly SENDCO update

The school has regular visits from the Educational Psychologist who is able to provide advice to staff on how to support the success and progress of individual pupils.

How accessible is the school environment?

The following adaptations have been made to the school environment:

- Disabled parking spaces marked and located next to the school reception
- Wide corridors are in place to ensure access to the main school building
- Toilets are located around the school to ensure accessibility for visitors with a disability
- A medical room is provided in order to enable a safe place for insulin testing/injections
- There is wheelchair access throughout the building
- The school has a lift for access to the first floor

How will Ryecroft C.E. Middle School prepare and support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupil's transition (into any year group). These include:

On entry:

- A planned programme of visits provided in the Summer Term for pupils starting in September
- Parents/carers are invited to a meeting at the school during the transition days to allow them to meet their child's form teacher, the school SENDCO and the Senior Leadership Team
- All school records are transferred from the previous school

Transition to the next school:

- The transition programme in place for pupils in Y8 provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND and additional visits are arranged, where it is in the best interests of the pupil.
- The annual review in Y7 for pupils with a statement of special educational needs or an Education, Health and Care plan begins the process where parents are supported in making decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phases of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible.
- Parents will be enabled to consider options for the next phases of education and may like to take advantage of the support offered by the independent Staffordshire School Choice. Information on this service is located on the Staffordshire website at:
www.staffordshire.gov.uk/education/schoolsandcolleges/admissions/schoolchoice/homepage
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils that are transferring to local schools, the SENCOs of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave school mid phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources: A proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted

Pupil Unit); The Notional SEND budget; The Pupil Premium funding for pupils who meet certain criteria. In addition, for those pupils with the most complex needs, the school may be allocated Additional Educational Needs funding. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- In-class support from teaching assistants
- Small group support from teaching assistants e.g. wellbeing groups, literacy and numeracy support
- Specialist support from teachers e.g. 1:1 tuition
- Bought in support from external agencies e.g. access arrangement assessment, speech and language support
- Provision of specialist resources, e.g. assessment software
- CPD relating to SEND for staff

How will Ryecroft C.E. Middle School ensure that each child/young person is included in activities outside of the classroom, including school trips?

Activities and school trips are available to all.

- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- If a health and safety risk assessment suggests that that an intensive level of 1:1 support is required a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff.

What support will there be for my child's/young person's overall well-being?

What Pastoral and Medical support is available in the school?

We are an inclusive school; we welcome and celebrate diversity. All of our staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children;

The form teacher would be the parents' first point of contact and if further support is required the class teacher liaises with the SENDCO / Assistant SENDCO or the Senior Leadership Team for further advice and support. This may involve working alongside outside agencies, such as Health & Social Services, Special Educational Needs Support Services, Educational Psychologist or the Behaviour Support Team.

How does the school manage the administration of medicines?

- The school has a policy regarding the administration and managing of medicines on the school site;
- Parents should contact the office staff if medication is recommended by Health Professionals to be taken during the school day;
- On a day to day basis the Admin staff generally oversee the self-administration of medicines after a consent form has been completed;
- As a whole staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.

How will Ryecroft C.E. Middle School support your child's emotional and social development?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

All classes follow a structured PSHCE (Personal, Social, Health, Citizenship and Economic education) curriculum to support this development. However, for those children who find aspects of this difficult we offer

- Access to The SEND Room –during unstructured time at break and lunch.
- Lunchtime and playtime support through the use of staff in SEN Room.
- In some cases a referral to the school counselling service, YESS, may be made after discussions with parents.

How are children and young people who are looked after by the Local Authority and have SEND supported at Ryecroft C.E. Middle School?

As a group, looked after children are nine times more likely to have a statement of special educational needs (SEND) than the general pupil population. The majority of looked after children have SEN. It is important that all children with SEN receive the educational provision which meets their needs. Ryecroft C.E. Middle School recognise that many looked after children will have had difficult and unstable home and school lives before being placed in care and therefore understand that it is imperative that their needs are quickly and efficiently assessed and provided for. This should ensure that the effect of any instability is reduced to a minimum.

Ryecroft C.E. Middle School's approach to encouraging and supporting the educational achievement of looked after children is based on the following principles:

- Listening to the looked after children, working closely with home, voluntary and statutory agencies;
- Promoting attendance, through a programme of early intervention, priority action, reducing exclusions and promoting stability within a positive learning environment;
- Identifying need and targeting support, including accessing resources from other agencies as well as provision from other sources, including in-school intervention;
- Having high expectations.

Local Authority's Local Offer

As of September 2014 every Local Authority will be required to publish information about services that they expect to be available in their area for children and young people from birth to 25 who have special educational needs and/or disabilities (SEND) and also services outside of the area which they expect children and young people from their area will use. This will be known as the 'Local Offer'.

The Local Offer will put all the information about education, health and care services, leisure activities and support groups in one place. It has two main purposes:

- to provide clear, comprehensive and accessible information about the support and opportunities that are available; and
- to make provision more responsive to local needs and aspirations.

The Government says the Local Offer must be developed and reviewed in partnership with children and young people, parent carers, and local services, including schools, colleges, health and social care agencies.

The Local Offer for Staffordshire can be located on the following website:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?directorychannel=5>

Contact Details

Who do you need to contact, should you have a query, any feedback or a complaint relating to your child:

Area of Need	Person to Contact	Contact Details
SENDCO	Steve Bardon	01889 590394 sbardon@ryecroft.staffs.sch.uk
Assistant SENDCO	Cathie Hurdman	01889 590394 churdman@ryecroft.staffs.sch.uk
SEND Governor	Sue Edmonds	01889 590394 sedmonds@ryecroft.staffs.sch.uk
Looked After Children	Steve Bardon	01889 590394 sbardon@ryecroft.staffs.sch.uk
Safeguarding Concerns	Steve Bardon	01889 590394 sbardon@ryecroft.staffs.sch.uk
Autism Outreach	Christopher Jackson	christopher.jackson@staffordshire.gov.uk
Education Psychology	Beth Thompson	beth.thompson@staffordshire.gov.uk
Hearing Impairment Team	Victoria Finn	Victoria.finn@staffordshire.gov.uk
Your Emotional Support Service	Tammy Lowe	Tammy.lowe@yes-s.org.uk
Speech and Language Therapist	Mark Allcock	Mark.Allcock@mpft.nhs.uk
Visual Impairment	Sandie Mathews	Sandie.mathews@staffordshire.gov.uk

What is the procedure to deal with complaints?

The procedure for dealing with complaints follows the same process whether the complaint relates to special educational needs or any other aspect of the work of the school. The first point of contact will be your child's form teacher or subject teacher.

If further support is necessary the SENDCO, Mr. S. Bardon, can be contacted either through the school office or an appointment can be made via email: sbardon@ryecroft.staffs.sch.uk

If you are still unhappy with the level of provision being provided for your child, further guidance can be sought from the Headteacher, Ms R. Baramuszcak, who can direct you to our school SEND Governor, and/or an appropriate contact from the Local Authority.

Policy Review Date: January 2021