

Ryedale School SEN information report

Date 1st September 2016

Lead Professional: Dr Carolyn Williams (Assistant Headteacher and SENCo)

	School offer
Universal Provision	<p>High quality support for learning within mainstream lessons is the most important factor in helping pupils with SEND to make good progress alongside their peers. At Ryedale School we have focus on Quality First Teaching for ALL students. Differentiation in terms of questioning, activity and outcome is standard in every classroom and is personalised for every child. There are certain teaching and learning strategies which are routinely used as part of Quality First Teaching which especially benefit students with additional needs. For example:</p> <ul style="list-style-type: none">Presenting learning in small chunks, giving time for pupils to process informationAllowing time at the beginning of the lesson to recall and recap previous learning and give opportunities for pupils to rehearse new learningAllowing ‘thinking time’ for pupils to respond to questionsGiving time for pupils to discuss ideas & conceptsLimiting the number of instructions given at a time to avoid overloading the working memory.Repeating information using clear and simple language and using both oral and written instructionsUsing different teaching styles and approaches to make learning multi-sensory (visual, auditory, tactile, kinaesthetic - when appropriate)Explaining and clarifying new vocabulary / concepts.Modelling new ideas & concepts based on knowledge of pupilsUsing working partners/groups to support learning <p>Some students with additional needs have Individual Provision Maps which highlight personalised adjustments which are made in class to support learning.</p> <p>We support students with additional needs in all four areas of need identified in the Code of Practice (2014).</p>

	<p>Literacy and Numeracy skills are actively supported through Core Subjects which are taught in ability groupings. Additional support for students where Literacy and Numeracy skills impact learning across the curriculum is also offered in place of a second language at KS3 (Key Skills). Some students may also have short term focused provision either individually or in small groups. This provision may include bespoke interventions to support specific aspects of Literacy and Numeracy. It can also be used to support social and emotional needs and also to carry out interventions recommended by other professionals.</p> <p>The social and emotional development of all children and young people is supported through our Pastoral System. We have a strong team of Form Tutors who support individual students and deliver a weekly Personal Development programme within form time. Our Pastoral Manager works with individual young people to support social and emotional development, when required and some students are supported by a counsellor and our School Nurse. Many students also benefit from support offered by Y11 'Buddy' Mentors.</p> <p>We liaise closely with other agencies such as Speech and Language, the Physiotherapist Service, Hearing and Visual Support, ASC and SpLD Specialist Teachers, the Educational Physiologist, and CAMHS to ensure a young person receives the support they need.</p> <p>Teaching Assistant support will also be available in some lessons where it is deemed to be appropriate and has impact on student learning.</p> <p>Sometimes it is appropriate to adapt the curriculum. At KS4 this can involve having a reduced curriculum which may involve supported study, a reduced number of subjects studied, Entry Level qualifications and work based learning. All alternative curriculum routes are discussed with parents/carers.</p> <p>All students are actively encouraged to take part in the wide range of extra-curricular activities which are on offer to develop social skills and become an integral part of the school community.</p> <p>All staff receive regular training from internal and external providers.</p>
<p><i>Code of practice requirements 2014. The SEN information report should describe how the school or setting:</i></p> <ul style="list-style-type: none"> • <i>Approaches the teaching/ learning and development of children and young people with special educational needs;</i> • <i>Adapts the curriculum/provision and additional learning support available to children and young people with special educational needs;</i> • <i>Supports and improves the emotional and social development of children and young people with special educational needs.</i> 	
Recording Provision	<p>All parents receive information about their child's progress at regular times during the year and in a range of formats, for example tracking data, formal written reports and orally during parents evening.</p> <p>The majority of pupils' needs are met by high quality differentiated provision. We take into consideration a wide variety of factors before placing any student on the SEND Register and follow a graduated approach. Students may have an additional need and not be on the SEND register if they are making good progress in the classroom through effective identification of need and targeted differentiation and support.</p>

	<p>If a child or young person is not making expected progress in a range of subjects their Form Tutor will speak to the child to try to identify any barrier to learning and to establish 'what works well' for the child. If there is a barrier to learning the information will be passed to the SENCo who will cascade it to teachers and support staff. Aspects of pastoral support or Quality First teaching are then adjusted. If there are broad concerns at this stage parents/carers are informed and are invited to be involved in any discussions.</p> <p>If a child continues not to make progress more detailed student voice and assessments of need will be carried out and an Individual Provision Map may be written (depending on identified need). An Individual Provision Map outlines areas of strengths and difficulty in addition to what works and does not work for the child/young person in terms of Teaching and Learning adjustments. Any Individual Provision Map will be written in collaboration with the child/young person, a key adult and parents/carers. At this point we may, as a school, look to identify a significant learning difficulty in one of the four areas identified in the SEN Code of Practice (2014). This may be internal identification through testing/assessments or it may involve external agency advice or involvement. If a significant learning difficulty is identified the child/young person will be placed on the SEND Register and parents/carers will be informed. In addition to an Individual Provision Map some students may benefit from having an Inclusion Passport which outlines, in more depth, the range of different adjustments and interventions tried and their success.</p> <p>At this stage small group of 1:1 interventions or support may be considered, depending on the barriers to learning.</p> <p>The progress of any child/young person on the SEND Register will be reviewed termly in a student centred collaborative meeting involving the child/young person, parents/carers and School. Parents/carers or the School may request interim reviews at any stage.</p> <p>If a child continues not to make expected progress, despite a range of adjustments, support and interventions it may be appropriate to consider a Statutory Assessment.</p>
<p><i>Code of practice requirements 2014. The SEN information report should describe how the school or setting:</i></p> <ul style="list-style-type: none"> • <i>Identifies the particular special educational needs of a child or young person;</i> 	
Interventions	<p>Schools use a range of evidence based interventions to support pupils with SEND to make better progress. Interventions are structured learning programmes. All schools should explain to you:</p> <ul style="list-style-type: none"> • what interventions your child is receiving and what are the intended learning outcomes; • when during the week any interventions will be delivered and for how many weeks; • who will be delivering the interventions (often a well-trained teaching assistant) and where (e.g. in class or outside the classroom) • how the interventions will relate to and support learning in the classroom; • how they will be monitored closely to make sure they are helping your child to make accelerated progress. <p>At Ryedale School children/young people benefit from a range of Whole School, Departmental and individual/small group interventions. All interventions are carried out using a model of Assess-Plan-Do-Review.</p>

	<p>Parental/carers consent is requested for any intervention which removes a child from their main classroom setting.</p> <p>For these personalised additional interventions parents/carers are informed about the rationale behind the intervention and the logistics of when the interventions will take place.</p> <p>All interventions are designed in collaboration with Qualified Teachers or other trained Professionals. They all support learning in the classroom and/or an identified significant learning difficulty or need which impacts learning.</p> <p>The majority of interventions are delivered by an Advanced Skilled Teaching Assistant/Higher Level Teaching Assistant or a Qualified Teacher. Sometimes interventions may be carried out using specialist staff from external agencies.</p> <p>All interventions are monitored and reviewed in an agreed time-framework.</p> <p>Any interventions are quality assured as part of our whole school monitoring.</p> <p>A wide range of interventions take place across the school. They include interventions to support Literacy, Numeracy, Social and Emotional needs, developing life skills and improving independent study.</p>
<p><i>Code of practice requirements 2014. The SEN information report should describe how the school or setting:</i></p> <ul style="list-style-type: none"> • <i>Secures the services, provision and equipment required by children and young people with special educational needs;</i> 	
Extra Adult Support	<p>We have a number of well-trained Teaching Assistants who work within Departments to support the progress of a range of students.</p> <p>Teaching Assistants are deployed by the Qualified Teacher and may be asked to support a child or a group of children to develop a specific skill or to help them with a particular task.</p> <p>Teaching Assistants may also be used to support Access Arrangements and may act as readers, scribes or prompts.</p> <p>Every classroom is equipped with a Learning Toolkit which enables students to access specific resources/equipment to support their learning.</p>
<p><i>Code of practice requirements 2014. The SEN information report should describe how the school or setting:</i></p> <ul style="list-style-type: none"> • <i>Secures the additional learning support available to children and young people with special educational needs;</i> 	
Expected progress	<p>All pupils' progress is monitored and tracked at regular intervals within the school year.</p> <p>Parents/carers receive information about their child's progress at regular times during the year and in a range of formats, for example tracking data, formal written reports and orally during parents evening.</p>

	<p>If a pupil has an identified additional need their progress is also reviewed by the School every term-this does not necessarily involve parents/carers if the child is making good progress and is not on the SEND Register. If a child has a significant additional need and they are on the SEND Register or if a child has a Statement or EHCP their progress will be reviewed and new targets set termly in a child centred review. This will include the child/young person, parent/carer and school.</p> <p>Parents/carers of students with an additional need can request an interim review at any time.</p> <p>The impact of interventions are measured through pre and post assessment and the outcomes are used to inform next steps if needed.</p> <p>Access Arrangements for exams are put in place to 'level the playing field'. A list of students who may benefit from Access arrangements is in place for students in KS3 and then students are formally tested at the end of Y9. Students are identified for Access Arrangements testing based on prior history of need and colleague recommendation. Parents are contacted prior to formal testing to request permission.</p> <p>Quality First Teaching and Learning to support students with additional needs is monitored on an on-going basis by the School at Departmental and Senior Level.</p> <p>Evaluation of provision involves student and parent voice via reviews.</p> <p>The overall provision for students with additional needs is evaluated as part of on-going school improvement.</p>
<p><i>Code of practice requirements 2014. The SEN information report should describe how the school or setting:</i></p> <ul style="list-style-type: none"> • <i>Monitors the progress towards any of the outcomes identified for children and young people with special educational need and assesses and reviews this progress, including information about how those children, their parents and young people will take part in any assessment and review;</i> • <i>Monitors and evaluates the effectiveness of special educational provision, including information about how children, their parents and young people will take part in any assessment and evaluation;</i> 	
Inclusion Quality Mark	<p>We provide a secure, inclusive framework in which all students can grow academically and socially. We believe every child should have the opportunity to excel and develop their potential to the full. Our extensive range of extra-curricular activities develops skills, interests, relationships and most importantly, the students' enjoyment of school life and learning. Ryedale is an inclusive school and we work with a range of outside agencies to ensure our provision is as inclusive as possible. We promote equal opportunities for all.</p> <p>We have strong transition programmes at all key transition stages. We believe parents/carers should be fully consulted and be involved in all areas of transition.</p>

	<p>We work closely with our feeder Primary Schools and new students and parents/carers to ensure a smooth transition for Y6 pupils. We carry out a range of transition activities for all students and arrange bespoke transition programmes where needed. We attend Transition reviews and begin early communication with parents/carers where a child has an additional need.</p> <p>All students have access to a range of careers events and careers advice, including Options guidance in Year 9. Students with special educational need are prioritised for additional one to one careers advice and guidance. We work closely with other Colleges, Schools and Agencies to ensure smooth transition at all stages and to help prepare our young people for adulthood.</p>
<p><i>Code of practice requirements 2014. The SEN information report should describe how the school or setting:</i></p> <ul style="list-style-type: none"> • <i>Supports children and young people with special educational needs in moving between phases of education, and in preparing for adulthood;</i> • <i>Makes activities available for children and young people with special educational needs in addition to the curriculum;</i> • <i>Ensures facilities that are available can be accessed by children and young people with special educational needs;</i> 	
Support from other agencies	<p>If a child is not making expected process after in-house interventions we contact specialist support services for advice, guidance or direct intervention.</p> <p>The range of specialist support and outreach services presently include: Speech and Language, the Physiotherapist Service, Hearing and Visual Support, ASC and SpLD Specialist teachers via the EMS Network, the Educational Physiologist, and CAMHS.</p>
<p><i>Code of practice requirements 2014. The SEN information report should describe how the school or setting:</i></p> <ul style="list-style-type: none"> • <i>Secures the additional learning support available to children and young people with special educational needs</i> 	
On-going communication with parents	<p>All pupils' progress is monitored and tracked at regular intervals within the school year.</p> <p>Parents/carers receive information about their child's progress at regular times during the year and in a range of formats, for example tracking data, formal written reports and orally during parents evening.</p> <p>If a pupil has an identified additional need their progress is also reviewed by the School every term-this does not necessarily involve parents if the child is making good progress and is not on the SEND Register. If a child has a significant additional need and they are on the SEND Register or if a child has a Statement or EHCP their progress will be reviewed termly in a child centred review which will include the child/young person, parent/carers and School. Clear actions and targets are both set and reviewed during this process.</p> <p>Parents/carers of students with an additional need can request an Interim review at any time.</p>

	<p>A parent/carers would be contacted before any intervention occurs.</p> <p>All pupils have a planner (which is adapted for some students with a visual timetable etc) and some pupils with an identified significant learning difficulty have home-school book.</p> <p>Any member of the teaching staff can be contacted via the school email.</p>	
<p><i>Code of practice requirements 2014. The SEN information report should describe how the school or setting:</i></p> <ul style="list-style-type: none"><i>Consults and works in partnership with parents of children with special educational needs and with young people with special educational needs;</i>		
Parent Partnership	<p>We welcome parents seeking external support and work closely with SENDIASS (SEND information, advice and support service).</p> <p>SENDIASS can be contacted through North Yorkshire’s education offices or on 01609 536923. The SENDIASS co-ordinators can offer impartial advice and support which could include making a home visit to listen to any concerns you may have, or attending meetings with you. They may also be able to put you in touch with other organisations or parent support groups.</p>	
Statutory Assessment	<p>If a child continues not to make progress after external specialist involvement it may be appropriate to look at Statutory Assessment. Details of this process can be found within the NYCC Local Offer.</p>	
Complaints	<p>Complaints follow the normal school complaints procedures which is outlined in the Complaints Policy on the School website</p>	
Key contacts		<p>Mrs C Williams- Assistant Head Teacher and SENCo</p> <p>Mrs Katherine Underwood- HLTA and SEN transition coordinator</p> <p>Mrs Angela Gilbert -SEND Lead</p>