

Ripon Grammar School SEND information report

December 2016

Code of Practice 6.79

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the draft Special Educational Needs (Information) Regulations and reflects the information required for the local offer'.

Schools should ensure that the information is easily accessible by parents and is set out in clear, straightforward language. This should include information on the school's SEND policy, named contacts within the school where parents have concerns and details of the school's contribution to the local offer.

In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEND.

The North Yorkshire local offer can be found at:

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

Ripon Grammar School SEND Information Report

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SEN Policy can be found on the school's website www.ripongrammar.co.uk

Governors should describe:

This is what we provide in our school	This is North Yorkshire LA's minimum expectations of good practice
1 What kinds of SEND are provided for in your school?	
<p>Ripon Grammar School is a selective school, which accepts students in the top thirty percent of the ability range. The school is committed to ensuring that all students are equally valued and have access to all aspects of the broad and balanced curriculum.</p> <p>The Learning Support Department (LSD) manages provision for children and young people with special educational needs and disability, which includes making provision for:</p> <ul style="list-style-type: none">• autism;• behavioural, emotional or social difficulties;• hearing impairment;• multi-sensory impairment;• physical difficulties;• specific learning difficulties;• speech, language and communication needs, and• visual impairment	<p>Children and young people (CYP) with a wide range of SEND are welcomed into the school. If a parent of a pupil with an EHCP requests a place at the school, the CYP is welcomed and strategies sought to meet needs.</p>
2 What policies do you have for identifying children and young people with SEND? How do you assess their needs? What is the SENCo's name and how can I contact them?	
<p>The Special Educational Needs Coordinator (SENCo) is Mrs B Southwell and she may be contacted by email southwellb@ripongrammar.co.uk or by telephone 01765 602647</p>	<p>The name and contact number of the SENCo is readily available for parents. Where the school feels that something additional or different is needed to support your child because they have SEND we will discuss this carefully with you.</p>

- o Use is made of data from feeder Primary Schools (National Curriculum levels and assessment scores)
- o The Head of Lower School, Deputy Head of Lower School and the SENCo visit the main feeder primary schools to discuss student abilities and needs with primary school staff and to meet the students.
- o The SENCo attends Year 6 transition review meetings.
- o Students identified as being vulnerable and / or having special educational needs are invited to visit RGS in addition to the school's Intake Day (June).
- o Literacy screening takes place in the first half of the Autumn term using the LUCID diagnostic programme. These results are standardised and made available to all staff.
- o When students who have individual needs join the school during the school year an assessment is conducted.
- o Additional diagnostic assessments are conducted for individual students as required.
- o All students, regardless of their individual needs are placed within a form group and a teaching group.
- o All students are integrated fully into the life of the school and have access to a broad and balanced curriculum.
- o Individual students have a personalised learning programme designed for them, depending on their specific needs.
- o Support is made available across the curriculum in class and teaching assistants are available to aid student progress on an individual or small group basis within the classroom.
- o Teaching staff and teaching assistants have been trained in the development of Wave 1 provision. This links with the whole school Teaching & Learning focus which also helps to ensure that all students can access the curriculum.
- o Pupil Profiles are devised for students with the highest level of need and these are circulated to staff and made available electronically.
- o Students identified with low literacy levels are offered additional teaching in reading and spelling in key stage 3.
- o Students identified with difficulties recording their work are offered additional teaching to improve handwriting and / or the use of IT to record their work.
- o Students have access to the wide range of extra-curricular activities on offer in school.

This information may well be recorded in a document for you and your child, known as a pupil profile. This should include:-

- details of any strategies being used to support your child in class;
- details of any extra support or interventions for your child
- your child's learning targets and their long term desired outcomes
- the next date when your child's progress will be reviewed.

Most pupils will benefit from SEND support, but some pupils who need high levels of support, or who have complex needs will need to be referred for an education, health and care plan.

<p>3 What arrangements do you have for consulting with parents of children with SEND and involving them in their child's education?</p>	
<p>Parents are welcome to contact the Learning Support Team at any time either by telephone or email (southwellb@ripongrammar.co.uk or hogana@ripongrammar.co.uk)</p> <p>Parents are kept fully informed of the student's progress via the whole school reporting process and review meetings (held at least annually).</p>	<p>School communicates regularly with parents, usually once a term, to discuss how well their child is doing. We listen to what parents have to say and respond to it. For pupils with SEND it is often desirable that there is more frequent communication as it is vital that parents and school work together closely. Your knowledge and understanding of your child's needs is essential to support us in making the best provision for them. This also takes account of you and your child's hopes, personal goals and interests.</p> <p>This will allow us to regularly explain to you where your child is in their learning, and to work with you to ensure the most appropriate targets are set to ensure progress.</p> <p>On-going communication with school includes:</p> <ul style="list-style-type: none"> • regular contact through e-mail to keep you informed of things that are going well or particular successes • regular meetings to update you on your child's progress and whether the support is working • clear information about the impact of any interventions • guidance for you to support your child's learning at home.
<p>4. What arrangements do you have in place in your school to consult with young people with SEND and how do you involve them in their education?</p>	
<p>All SEND students have regular meetings with a member of the SEND team and/or their Head of School.</p> <p>SEND students have additional access to independent careers advice (from 3rd year)</p> <p>Student voice is expressed by the school council and pastoral responsibilities such as form captain and form prefect.</p>	<p>RGS has a school council where student views can be heard and the views and aspirations of children and young people with SEND are listened to and they are supported to achieve their aspirations as far as possible.</p>
<p>5. What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes? Please can you explain what opportunities are available to enable you to work with parents and young people as part of this assessment and review</p>	
<p>Parents are kept fully informed of the student's progress via the whole school reporting process and review meetings (held at least annually).</p>	<p>All pupils with SEND should make at least expected progress, in line with their peers. Every child's progress is monitored to ensure that it is at least in line with expectations. This includes progress made with personal targets, and overall progress in every subject.</p>

6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do you ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society

As part of the whole school transition process there is close liaison between feeder schools for SEND pupils joining RGS in the 1st and 3rd Year or during a school year. Information is recorded on the school admission form. Liaison includes RSG staff visiting schools and attending review meetings. For some pupils a personalised transition package is made available. SEND pupils moving on to further and higher education are supported in this transition through arrangements agreed at the transition review meeting. The support is tailored to meet the needs of each pupil.

Your SENCo will arrange an appropriate transition review in plenty of time before any move. Staff from the receiving school will be invited to attend. Transition meetings and visits will be arranged for the pupil or student, often accompanied by a well-known member of staff. The pupil will receive as much transition work as they feel necessary.

7. What is you School's approach to teaching children and young people with SEND?

All students, regardless of their individual needs are placed within a form group and a teaching group. There is a clear focus on Quality First Teaching and staff share the responsibility of the teaching and learning outcomes for all learners including those with SEND.

- o All students are integrated fully into the life of the school and have access to a broad and balanced curriculum.
- o Individual students have a personalised learning programme designed for them, depending on their specific needs.
- o Support is made available across the curriculum in class and teaching assistants are available to aid student progress on an individual or small group basis within the classroom.
- o Teaching staff and teaching assistants have been trained in the development of Wave 1 provision. This links with the whole school Teaching & Learning focus which also helps to ensure that all students can access the curriculum.
- o Pupil Profiles are devised for students with the highest level of need and these are circulated to staff and made available electronically.
- o Students identified with low literacy levels are offered additional teaching in reading and spelling in key stage 3.
- o Students identified with difficulties recording their work are offered additional teaching to improve handwriting and / or the use of IT to record their work.
- o Students have access to the wide range of extra-curricular activities on offer in school.

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. There may be occasions when RGS feels that some additional support within lessons may help your child to make better progress. If some additional small group or one to one support within lessons is planned, RGS will explain how this will work, what the aims of this support will be and how and when the impact of this support will be reviewed. This support is aiming to make your child more independent in lessons.

Schools use a range of evidence based interventions to support pupils with SEND to make better progress. Interventions are structured learning programmes. We will be able to explain to you:

- 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 (usually 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.

8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEND?

The school has a generic policy for Special Educational Needs but support and intervention is very much planned and delivered on an individual basis. As such there is a range of provision on offer.

Provision may include: in class support (TA / peer); small group teaching; individual teaching; reading intervention (TA / peer); social and communication skills support; study support; IT equipment such as ipads; support is made available to boost the emotional, mental and social development of pupils within school.

Responses to Disability

Temporary Disability – A graduated response is used. Where students sustain injuries which prevent their movement around the school site the following arrangements are made:

- Room changes are arranged to ensure that the students' lessons are held in accessible rooms on the ground floor.
- In the few lessons where this is not possible, appropriate activities are provided in the Library.
- Students are allowed to leave lessons early to allow them to avoid congestion at the end of lessons.
- Other, identified, students are delegated to help the injured student move around the site.
- Special arrangements are made for assembly, registration, breaks and lunchtimes.
- Members of staff are notified of the changes to normal routine.
- Students on crutches are instructed not to use stairs in the Science block, to access rooms N4 / N5, the cellars or Sixth Form Centre.

In more serious cases, such as a wheelchair user:

- Internal portable ramps are put in place to allow access to rooms on the ground floor.
- Appropriate room changes are arranged.
- Students are allowed to leave lessons early to allow them to avoid congestion at the end of lessons.

We can describe some of the approaches that classroom teachers and other staff will be using throughout the day to help address your child's needs within lessons. We can also share with you the school's overall plan of support (provision map), which outlines many of these strategies.

Some children with a high level of need will also need a care plan or a health care plan which may include a risk assessment.

<ul style="list-style-type: none"> • Other, identified, students are delegated to help the student move around the site. • Special arrangements are made for assembly, registration, breaks and lunchtimes. • Specially designed ‘evacuation chairs’ have been purchased to assist in the evacuation of any wheelchair user and those who are unable to use the lift in the maths block and sixth form centre. • Members of staff are notified of the changes to normal routine. <p>Pupils with EHCPs or HCPs are supported on an individual basis to meet their identified needs.</p>	
<p>9. What sort of expertise for supporting children and young people with SEND do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEND is current? How do you access and secure further specialist expertise?</p>	
<p>Special Educational Needs Co-ordinator (SENCo) – Mrs B Southwell HLTA – Mrs A Hogan GTA – Mrs S Rickard</p> <p>In line with the school's SEND Policy, classroom teachers are provided with appropriate information and guidance about the relative special educational needs of students. Appropriate staff training will be offered to meet the needs of students within school.</p> <p>Specialist support is sought if a pupil has a particular need beyond the school's expertise.</p>	<p>Staff receive regular training to enable them to meet a range of SEND. Teachers and teaching assistants have regular generic training and specific training to meet individual needs as necessary. Schools make good use of their SEND funding to meet a range of needs. However, if a pupil has particular needs and the school has exhausted its repertoire, specialist support will be sought promptly.</p>
<p>10. How do you evaluate the effectiveness of the provision made for children and young people with SEND?</p>	
<p>All pupils are the shared responsibility of all staff. ‘All teachers are teachers of children with SEND.’ Monitoring and evaluating the progress of pupils with SEND is an integral part of our whole system to monitor and evaluate achievement, teaching, behaviour and leadership and management. However, to ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place.</p> <p>This includes:</p>	<p>The progress and attainment of all children is carefully monitored and reported to parents. We can explain how we track pupil progress in our school. If a child is provided with additional and different provision/interventions, we will carefully monitor the impact by a variety of methods; such as: measuring how the intervention accelerated progress over a given time – known as a ratio gain or the before and after impact on self-confidence, behaviour etc. We will evaluate the impact of all interventions and whether they have a strong evidence</p>

<ul style="list-style-type: none"> - Monitoring and evaluating intervention - Analysis of data examining the progress of different vulnerable groups - Annual financial return - Seek student voice - Completion of statutory functions by the SENCo related to review of Statements / EHCPs - Links with Governor for Inclusion - Regular contact with parents / carers <p>Annual, internal assessments are undertaken within the LSD and the results of these are recorded, with the purpose of analysing and tracking pupil progress. This data, alongside on-going diagnostic assessment, whole school assessments, tracking data, feedback from class teachers/parents and termly reports, informs planning and decisions regarding SEND provision.</p>	<p>base of effectiveness.</p>
<p>11. How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEND?</p>	
<p>All students are integrated fully into the life of the school and have access to a broad and balanced curriculum. In addition, all students are encouraged to participate in the widely ranging extra-curricular activities on offer. Additional peer and staff support is made available to facilitate this.</p>	<p>RGS policies state how all pupils are actively included in a wide range of curriculum and extra-curricular activities, including school trips. Pupils with SEND should be equally represented in positions of responsibility e.g. the school council.</p>
<p>12. How do you support children and young people with SEND to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying.</p>	
<p>Each young person on the SEND register and who has a disability has a named member of staff who maintains regular contact with the young person, their family and the form tutor. The member of staff supports other staff in meeting the learning and pastoral needs of the student and provides additional home-school liaison to ensure the needs of the young person is met.</p> <p>In additional to an ELSA trained member of staff, students are supported through a well-established sixth form led peer mentoring scheme.</p>	<p>Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.</p>

<p>RGS Bullying Policy states that bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff (or student intermediaries e.g. peer listeners or sixth form lunchtime prefects).</p> <p>We are particularly aware of the risk of bullying of vulnerable learners and the key worker will provide additional be active in looking for changes in patterns of behaviour or happiness. However, we are keen to promote independence and build resilience in the young people and their everyday interactions so that they are able to confidently seek help should they need it.</p>	
<p>13. How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people’s SEND and supporting their families?</p>	
<p>The Learning Support Department maintains positive liaison and undertakes collaborative work with a range of outside agencies and support services including: Healthy Child Team, CAMHS (Child & Adolescent Mental Health Service); Child Development Centre (Harrogate Hospital), ASCOSS (Autism Outreach service); Enhanced Mainstream School for Specific Learning Difficulties; Social Services; Professionals from a variety of hospitals such as Moorfields, London; Sensory Support Service (NYCC); The Groves Academy and Support Service for students with Physical Disabilities and Medical Needs (NYCC).</p>	<p>The Local Authority offers a range of specialist support and outreach services, including educational psychologists and local enhanced mainstream schools, to help schools to deliver appropriate support and interventions, Other specialists such as speech and language therapists can also support schools in this. If the school feels that the involvement of another agency will help them to meet your child’s needs you will be informed and asked to give your consent.</p>
<p>14. What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?</p>	
<p>The SEND Governor is Elizabeth Jarvis</p> <p>In the event of any concern regarding SEND please contact the SENco (southwellb@ripogrammar.co.uk) or Mrs H Keelan-Edwards (keelanedwardsh@ripogrammar.co.uk), Assistant Head.</p> <p>Further information about the making of a formal complaint can be found on the school’s website www.ripogrammar.co.uk</p>	<p>There must be a designated governor for SEND in the school and complaints about SEND should follow the general complaints procedure. It is always best to approach the teacher or the Headteacher first, to see if your concerns can be immediately addressed. If you still feel that your view has not been listened to or answered to your satisfaction you can make a formal complaint by writing to the chair of governors at the school.</p>