



Name of School: Ridgewood

**SCHOOL CONTRIBUTION TO DONCASTER LOCAL AUTHORITY'S LOCAL OFFER  
FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

Brief description of the school
<p>Ridgewood School is a secondary school (with a 6<sup>th</sup> form) within Ledger Education Trust. The students are aged between 11-18 and there are 1500 students on roll. The head teacher Mr Peirson has included in the school's mission statement,</p> <p><i>We want every student who leaves Ridgewood School to aspire to achieve beyond what they thought they could do when they first started with us.</i></p>
How we <b>identify</b> if your child may need additional help and/or has special educational needs (SEND)
<p>Our student's needs are identified and met as early as possible through:</p> <ul style="list-style-type: none"><li>• Observation, assessment, target setting and monitoring arrangements (cycle of assessment, plan, do and review)</li><li>• Listening to and following up parent/carers concerns.</li><li>• Listening to and taking into account the students views, wishes and feelings.</li><li>• The analysis of data including baseline assessments and end of Key Stage achievement to track individual student's progress over time.</li><li>• Reviewing and improving teachers' understanding of a wide range of needs and effective strategies to meet those needs.</li><li>• Liaison with schools and other settings on phase, and in year transfer.</li><li>• Exchanging information from other services across education, health, care and the voluntary sector.</li><li>• Involving external agencies and consulting with the Educational Psychology Service (EPS) or other appropriate external specialists, where it is considered that a special educational need may be significant and long term and may require more in-depth and frequently reviewed cycles of assess, plan, do and review.</li><li>• Teachers keeping records of concerns and surrounding issues to support further assessment to possible Education, Health and Care Plans as well as SEN Support.</li></ul>
How we <b>involve parents/carers, and families</b> in meeting the needs of their child and in whole school developments
<p>If your child is identified as having special educational needs and/or not reaching their potential, the school will schedule a meeting to discuss this with you and your child, where appropriate, in more detail and to:</p> <ul style="list-style-type: none"><li>• Listen to any concerns you may have.</li><li>• Give parents/carers opportunities to play an active role in their child's education.</li><li>• Discuss and plan with you any additional support your child may need.</li><li>• Discuss with you any referrals to outside professionals to support your child.</li></ul>

Student and parent/carer voice is also a vital part of target setting and the reviewing of progress of students who are supported with a SEN My Support Plan (MSP) or Education Health & Care Plan (EHCP).

We strive to include parents/carers in the consultation of writing and developing the SEN Support Plan. There will be periodic reviews of this document; you will be invited to meet with the keyworker or SENDCO or SEND manager termly to discuss progress made against outcomes. Your feedback is important to us, and we welcome your contributions.

How we will **involve your child** in the planning and review of their support

We recognise that all students have the right to participate in making decisions about their learning. In most lessons, students are involved in monitoring and reviewing their progress through the use of graduated outcomes. We involve our students by encouraging them to;

- State their views about their education and learning.
- Identify their own needs and how they best learn.
- Self-review their progress and set new outcomes.
- Monitor their success at achieving the outcomes on their SEN Support Plan or Education Health and Care Plan.
- Create a 'One Page Profile' of themselves to identify how they would like to be supported by their teachers.

How we match the curriculum, teaching and learning approaches if your child has SEND through Quality First Teaching

Well-differentiated, quality-first teaching, teachers plan lessons according to the specific needs of all groups of students in their class and will ensure that your child's needs are met through a variety of means.

- Planning and teaching will be differentiated and adapted to meet your child's learning needs.
- Individual class support where required and when appropriate.
- Specific resources and strategies will be used to support your child individually and in groups, e.g., practical resources, displays, tabletop reminders, visual timetables, seating arrangements, lighting, multi-sensory adaptations.
- Low-level, short-term intervention programmes.
- Individual withdrawal for one-to-one targeted work.
- Support from Outside Agencies (direct working and advice for staff).
- Break time support e.g., lunchtime support, other adult support.
- Additional sessions such as communication, friendship, and nurture groups.

How we will use the Graduated Approach for SEND in order to provide additional support if your child has **cognition and learning needs**

When a teacher has concerns that, a student may have Special Educational Needs they firstly raise this with the SENDCo. There is a robust procedure to follow along the graduated approach to identify any additional support needs. A meeting will be arranged where SENDCo and teacher will discuss the information gathered and agree the next steps such as observations, referrals or formal assessment.

Students will be offered additional SEN support when it is clear that their needs require intervention which is 'additional to' or 'different from' the quality first teaching curriculum offer for all students in the school. These students will be given outcomes that are reviewed termly

on a SEN my support plan (MSP). The whole-school provision map will be used to monitor and track progress of vulnerable groups.

SEN support plans;

- Are a planning, teaching and reviewing document that focus on particular areas of development for students with SEN. They are a working document that will be continually refined and amended.
- Outcomes will address the underlying reasons and barriers to a student's learning.
- Involvement from external agencies may be appropriate in assessment of needs and planned support.
- Outcomes for a SEN support plan will be derived through discussions as appropriate with students, parents/carers, teachers, support staff, and external professionals.
- Regular monitoring and evaluation of outcomes.

How we will use the Graduated Approach for SEND in order to provide additional support if your child has **communication or social communication needs**

When students are identified as having communication or social communication needs, we are able to work with external professionals such as Speech and Language Therapy (SaLT) Service and Autism and Social Communication Education and Training Service (ASCETS) team.

Individual targeted work is set by the therapist and work is supported in the school in partnership with parents/carers. All students' communication needs are supported as defined in our communication policy and our whole school approach to being communication friendly.

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- Outcomes for a SEN support plan will be derived through discussions as appropriate with students, parents/carers, teachers, support staff, and external professionals.
- Regular monitoring and evaluation of outcomes.
- Use of visual timetables, visual prompts, task plans, now and next, social stories, comic strip conversations.
- Liaison with the speech and language therapist (SaLT).
- Where necessary, input strategies advised by SaLT and ASCETS (Autism and Social Communication Education and Training Service)

How we will use the Graduated Approach for SEND in order to provide additional support if your child has **physical, sensory and/or medical needs**

When students are identified as having physical, sensory and/or medical needs we are able to work with the agencies and professionals involved in partnership with parents/carers. Individual targeted work set by the therapist/nurse and work is supported within our school. An Individual Health Care Plan may be necessary and will be written in partnership with health professionals, parents/carers and the student.

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- Regular monitoring and evaluation of outcomes.
- Adaptations to the environment and/or resources to allow inclusion to the curriculum and learning.
- Input strategies derived from referrals to:
  - Occupational therapy
  - Educational Psychologist
  - Hearing Impaired Team
  - Visual Impaired Team
  - SpED Team
  - Physiotherapy

How we will use the Graduated Approach for SEND in order to provide help to support your child's **emotional health and well being**

We aim to support all students with their learning journey and embrace an inclusive ethos.

- Whole class nurture groups can be delivered where appropriate within classes, nurturing respect of others.
- Nurturing facilities are available for one-to-one small, timed programmes of support.
- Managing emotions and other emotional literacy programmes are delivered where appropriate.
- **ELSA** (emotional literacy support assistant) utilised to support students with emotional health and well-being.

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- Input strategies derived from referrals to:
  - Educational Psychologist
  - BOSS (Behaviour Outreach Support Service)
  - CAMHS (Children & Adolescents Mental Health Service)

How we adapt the learning environment and ensure that our school facilities are **safe and welcoming to children** with SEND

An accessible environment helps students with SEND participate in activities alongside their peers. The needs of student's with SEND are met by working in partnership with students, parents/carers, the Local Authority, NHS and other external services.

Our learning environment is inclusive to empower our students to participate fully.

Communication is both visual and verbal. Multi-sensory areas are created for stimulating learning.

Contrasting environments are created to increase maintained focus. We understand and adapt the school environment to support and welcome our individual learners.

We meet students medical and personal care needs with support from external agencies and Individual Health Care Plans.

Accessible toilets and changing spaces for personal care are at convenient intervals around the building.

Student Emergency Evacuation Procedures (PEEP) are in place for any vulnerable students.

How we promote **developing independence**

We seek to provide an environment that encourages personal development, confidence and independence. Students are encouraged to take part in a wide range of social, educational and recreational activities developing independence skills.

Independent learning through;

- Clear consistent daily routines
- Use of classroom visuals (act as reminders)
- Clear success criteria.
- Examples of high-level work available, modelling.
- Encourage real dialogue by using high level questioning, developing curiosity and oracy skills.
- Encourage students to evaluate, celebrate and share their ways of working.
- Encourage students to lead the learning.

- Independent access;
  - Matching individual needs.
  - Removing barriers to learning.
  - Developing skills in communication.
  - Accessing the school community in enrichment/**extended school activities**.

How we **measure and review your child's progress** against their targets and longer term outcomes

The monitoring and evaluation of the effectiveness of our provision for your child's progress is carried out by;

- Classroom observations.
- Ongoing assessment of progress and tracking.
- Work sampling.
- Feedback from all staff.
- Student and parent/carer feedback, SEN support meetings / reviews.
- Attendance records.
- Intervention records.
- Exam Access Arrangements.

How we apply the Graduated Approach for SEND in order to access local authority support services. **How we involve other bodies, including health and social care bodies, and voluntary sector organisations**, in meeting your child's SEND, and supporting you as their family

### **Universal support**

Initially, the student will be observed and monitored in class using formative assessment and quality first teaching throughout lessons which will allow the teacher to determine the level of support needed.

### **Universal plus**

If alternative strategies are not proving to be successful, staff will communicate with the SENDCo to discuss additional provisions/ interventions that can be carried out to cater to the need of the student. This can be in the form of a pre/post teach, tailored programmes for individuals or small groups and differentiated learning tasks to support, extend or challenge further.

### **Targeted support**

This part of the graduated approach is where a SEN my support plan (MSP) would be written by the SENDCo, SEND manager or keyworker in collaboration with student and parents/carers, to record any provisions that are 'additional to and different from' the teaching that is being delivered. Assess, Plan, Do and Review (APDR) of provision and impact will formally commence with meetings arranged termly.

For SEMH, we understand that children may require more of a tailored response therefore we have a Wellbeing Centre (Validus) where our Equality and Diversity Leader and our Youth Counsellors deliver bespoke interventions.

### **Specialised support**

Specialised support is where external agencies are required to become involved with their specialised knowledge to support a student. This specialised support is available through many local services such as:

- EPS - Educational Psychology Service
- ASCETS – Autism and Social Communication Education and Training Service

- BOSS – Behaviour Outreach Support Service
- The Special Educational Needs Team
- SpED – including VI and HI specialist teachers.
- Attendance & Student Welfare Service
- Speech and Language Therapy (SaLT)
- Occupational Therapy
- Physiotherapy
- School Nursing
- EMTAS
- CAMHS
- **Health Visitors**
- Outreach support from Specialist Settings
- PAFSS – Parent and Families Support Service
- Early Help and Stronger Families

#### How we deploy our resources to meet the needs of children with SEND

The range of support deployed is tailored to individual needs following assessment and target setting by students, parents/carers, teachers, SENDCo and external agencies. Advice will be discussed with the Headteacher/Principal, and deployment will be agreed upon, monitored, assessed and evaluated for impact.

It may be decided, following the graduated approach, that a very small number of the students on the SEN register may need to apply for a multi-disciplinary assessment of needs in order to access additional high needs funding:

- High Needs Funding at SEN support enhanced level requests can be made within A banding for funding support for our students where a top up is required. Where the school can evidence that more than the average weighted student unit has, or will need to be, spent on their provision within one financial year, in order to meet their special educational needs as part of the graduated response.
- Education Health Care Plan requests can be made within A, B and C banding for funding support for our students where a top up is required. Where the school can evidence that more than the average weighted student unit has, or will need to be, spent on their provision within one financial year, in order to meet their special educational needs.

Provision mapping is continuously updated and monitored by the SLT/SENDCo to ensure the intervention offer reflects the needs of the SEND students.

#### How we ensure that all **our staff are trained and supported** to meet a wide range of children's needs

Our SEND **and Inclusion team** is made up of skilled staff who support the delivery of interventions and targeted work.

Our Special Educational Needs Co-ordinator (SENDCo) is supported by the Trust SEND & Inclusion Manager and regularly attends Trust Driver and local area network meetings and local conferences.

The school is supported regularly by many external agencies such as: Educational Psychology Service, ASCETS, Speech and Language Team, Occupational Therapy, Physiotherapy, BOSS, CAMHS, School Nursing Team, **Health Visitors** and other professionals.

The school provides training and support to enable all staff to improve the teaching and learning of students, including those with SEN. Staff attend training and courses run by external agencies that are relevant to the needs of the students in their class.

The SENDCo delivers regular CPD sessions throughout the academic year for keyworkers and SLT and SEND lead practitioner deliver regular CPD sessions for all staff to keep information refreshed and updated regarding statutory compliance, the identification of need, the areas of need and strategies and provision to support. Additionally, through role performance management discussions, specialist training may be identified to support particular staff roles.

### How we **include children with SEND in the life of our school**

We include children with SEND in our learning community by;

- Providing curriculum access for all.
- Meet individual needs through a wide range of provision.
- To ensure a high level of staff expertise to meet student need – targeting continuing professional development.
- Work cooperatively and productively, in partnership with the Local Authority and other external agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable students.
- Promote self-esteem and emotional well-being through positive relationships and respect.

### How we **prepare children and young people** with SEND to join our school

We recognise that transitions can be difficult for a student with SEND, and we take steps to ensure that any transition is as smooth as possible. We pride ourselves in providing a graduated transition.

- Our transition booklet is available on the website and parents/carers are able to request a visit
- We will ensure early and timely planning for transition and a timeline produced in partnership with parents/carers.
- Enhanced transition can be provided for any student where required. This has previously included:
  - Extra parent/carer meetings to discuss strengths and needs, sometimes with the involvement of other professionals where appropriate.
  - Extra familiarisation visits and inductions.
  - Social story books around their personal transition.
  - Photo book of key members of staff.

Home/school links are actively encouraged throughout the transition and their time at the school. If your child is joining us from another school:

- The SENDCo will attend Annual Reviews when appropriate and invited.
- A child and parents/carers will have the opportunity to view the school and meet staff.
- Information about your child will be requested.

### How we prepare children and young people with SEND to move on from our school

If your child is moving to another school/academy:

Any year group:



## Ridgewood December 2023

We will contact the school SENDCo and ensure they know about any special arrangements or support that needs to be in place for your child. Where possible, a discussion will take place with the SENDCo from the new school.

- We will ensure that all records about your child are passed on as soon as possible.
- Additional transitional visits may also be arranged where appropriate.
- Parents/carers will have the opportunity to meet the receiving school's inclusion team.
- Where possible, your child will visit their new school on several occasions, and in some cases, staff from the new school will be encouraged to visit your child at the current school.

### **In Year 11:**

Students moving into Years 10 and 11 receive support and guidance with Options from the Head of keystage/SLT and the Careers Advisor. Students moving onto KS5 have preparation meetings with the Careers Advisor and visits organised with parents/carers to a local college or a meeting with the Head of Sixth Form/team.

When students leave Year 11, information including exam access arrangements are passed to the next educational establishment.

### Contacts for more information

Executive Head teacher/ Principal: Mr Andy Peirson

SENDCo: Miss Jennifer Kaye

Chair of Governing Body:

Address: Barnsley Road, Scawsby, Doncaster, DN57UB

Telephone: 01302783939

Email: [reception@ridgewoodschool.co.uk](mailto:reception@ridgewoodschool.co.uk) or [senadmin@ridgewoodschool.co.uk](mailto:senadmin@ridgewoodschool.co.uk)

Website: <https://www.ridgewoodschool.co.uk/aboutus>