

SEN Information Report

Ryburn is a mainstream school, and the majority of our students are expected to reach within the range of education standards for their age. An increasing number of our students have Special Educational Needs. Students are identified as having SEN when their education necessitates provision which is over and above, or different to their mainstream peers. Teaching Standard 5 stresses that the classroom teacher should differentiate and personalize their lessons to accommodate abilities for a wide and diverse range of students. Our team of learning support assistants enable inclusion of our SEN students within the mainstream curriculum. Our current figures are:

Status	Number in school	Percentage of school
EHCP	71	4.27%
SEN Support	194	11.68%
SEN monitoring *	121	7.28%

SEN support students require 'additional to and different from' provision to the majority of mainstream students. This could be short term and requires students to be on the SEN register.

SEN monitoring* is for students with an identified diagnosis/need who do not require 'additional to and different from provision' but who staff need to be made aware of.

The kind of SEN for which provision is made at the school

A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child has a learning difficulty or disability if he/she;

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools?

DISABILITY- '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.'

Broad areas of need:

1. *Communication and interaction*

- Speech, language and communication needs (SLCN)
- ASD

2. *Cognition and learning*

- Moderate learning difficulties (MLD), Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)
- Specific learning difficulties (SPLD- dyslexia, dyscalculia and dyspraxia)

3. *Social, emotional and mental health difficulties*

- Anxiety, depression, self-harming, substance misuse, eating disorders.
- ADD, ADHD, attachment disorders.

4. *Sensory and/or physical needs*

- Vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI)
- Physical disability (PD)

Information about the school policies for the identification and assessment of children

We have robust tracking and assessment processes. For every student there are parent consultation evenings, termly progress checks and one full written report each year.

This academic year we have both a Literacy and a Numeracy Coordinator with Teaching and Learning Responsibilities.

Our Literacy Coordinator tracks and monitors the progress of students with Dyslexia and Literacy difficulties through a range of interventions and reading programmes. Students with literacy difficulties are identified from assessments carried out at the beginning of the academic year.

The majority of students needs are catered for within mainstream classes through quality first wave teaching delivered by the subject teacher. The majority of students with specific learning difficulties are not withdrawn from class. All departments receive training and guidance, during CPD sessions, in relation to SEND including the use of “Dyslexia Friendly” teaching methods in the classroom. Students with more profound literacy difficulties receive interventions. Students can receive additional reading tuition in small groups or can be withdrawn from the curriculum for an hour a week. The length of the intervention is dependent on student need, progress and ranges from half a term to the duration of their time in school. Our HLTA (Higher Level Teaching Assistant) works with our Literacy Coordinator to provide interventions that are detailed in our students with an EHCP Section F provision. These are done by withdrawal from class and support in English lessons to ensure that the skills taught in the intervention are being used consistently throughout the curriculum.

Our Numeracy Coordinator tracks and monitors students’ progress in Maths to offer interventions in registration.

Students with numeracy difficulties largely have their needs met in class, as they are taught by a Maths specialist in a smaller group with the support of an Additional Needs Specialist. For students with more marked difficulties, they may participate in specific numeracy interventions and focus on the acquisition of life skills, for example time and money. Our Numeracy Coordinator identifies these students from assessments completed by students at the beginning of the school academic year.

1. Information about the school policies for making provision for children with SEN, whether or not children have EHCP including:

a) How the school evaluates the provision

The effectiveness of SEND provision will be evaluated and evidenced by:

- Ongoing teacher and Additional Needs Support Assistant observations of the students in the daily classroom setting
- differentiated short-term planning by the subject teacher to meet the student's needs
- Records and evidence of the student's work showing progress towards curriculum objectives
- Evidence of progress towards targets on interim assessments
- More age-appropriate scores on standardised testing
- Discussion at an appropriate level with the student about their progress
- Discussion with parents about their child's progress
- Discussion with outside agencies about the students' progress
- The extent to which targets identified in the learning plan /annual review are achieved
- The perceived progress reported at interim review meetings
- Parental satisfaction

b) The school's arrangement for assessing and reviewing the progress of children with SEN.

The school liaises closely with primary schools prior to admission. The school relies on a variety of data to assess students. This data includes results from Year 6 National Curriculum tests in English, Maths and Science. The school undertakes its own assessments, known as CAT scores (Cognitive Ability Tests) as these generate standardised scores in vocabulary, maths and non-verbal skills. These results are used to highlight potential learning difficulties and to predict future performance and set targets for student performance. The English Department assesses all students in reading and spelling. This data is used to identify students with potential literacy difficulties. The Maths department assesses all students after four weeks in school. Students are then placed in sets in terms of ability. Students in lower Maths sets are afforded lower teacher: student ratios and higher levels of support. Our teachers closely monitor the progress made by all students and ask advice from the SENDCo as soon as they have concerns about any student. The SENDCo might suggest other programmes or temporary additional support. Where planned intervention fails to help close the gap, specialist external support, advice or assessment may be sought. In this case the SENDCo or subject teacher will meet with parents/carers and the student and together agree that additional SEND support will be put in place. We use the Assess, Plan, Do, Review cycle to assess and support students which is shown below.



<https://accessstoeducation.birmingham.gov.uk/2019/11/07/assess-plan-do-review-a-quick-introduction>

c) The school approach to teaching children with SEN

Where there is a lack of progress, additional support may be needed. Any support provided will always be considered in the light of the type of need, the purpose of the support and expected outcomes. Students with SEND might be supported in any of the following ways:

- Individual or small group work which may take place before or after school or during the school day.
- In-class support from a Teaching Assistant.
- Access arrangements for examinations, based on need, history of need, and whether it is the student's usual way of working.
- Intervention from external agencies
- Where completion of homework is an issue, students are encouraged to attend the Homework Club.

Students with EHCPs have additional resources allocated to them. The amount of adult support allocated to each student varies. The Learning Support department will try to prioritise need to ensure support is matched to student need. These students will have a nominated keyworker who will meet with them regularly. Students will work with a variety of Additional Needs Support Assistants who are subject-based and will not be supported solely by their keyworker. The school tries to focus on identified outcomes for students rather than the number of hours of support.

Additional Needs Support Assistants are not available in all classes and students without an EHCP will not necessarily have access to support even though this may have occurred in primary school. The school will sometimes arrange for students who are going through the EHCP process to be placed in a class with a student with an EHCP to ensure they have access to additional support.

d) Adaptations to the curriculum and learning environment for children with SEN

The role of the subject/class teacher Teaching Standard 5 requires that all teachers have the highest possible expectations for all students in their classes and deliver high quality specialist teaching in the classroom. All teaching is based on building upon what the child already knows, can do and can understand. Teachers are aware of the targets for all students including those with SEND and adapt their teaching to ensure that all students make progress. Teachers will put in place different ways of teaching so that your child is fully involved in learning in class. The teacher will also put in place specific strategies, which may be suggested by the SENDCo or specialists from outside school, to enable the child to access the learning tasks. This is called the Graduated Approach and is detailed below.

Universal Provision

- **Student characteristics**
- Students operate broadly within the expected range of abilities for their age but their progress/development may occur at a somewhat slower pace than that of other students
- The students remain part of the mainstream teaching timetable for all activities
- Individual goals for improvement are identified and the quality of teaching and learning is monitored to ensure it is appropriate to students' needs

Targeted Provision

- **Student characteristics**
- Student progress with learning and development is at a very slow rate and additional support is needed to achieve this
- Students may be attaining at a level significantly below age-related expectations and there may be evidence of an increasing gap between them and their peers
- Evidence based interventions (group or individual) have been identified and put in place on the basis of the identified need
- Evidence of impact of the intervention is recorded, to inform decisions about whether the intervention remains appropriate

Specialist Provision

- **Student characteristics**
- Students have significant and persistent learning difficulties despite access to appropriate learning opportunities and support
- Students may have life-long learning difficulties or disabilities, across several areas of development, and will require more specialist intervention and advice.

e) Additional support for learning that is available for children with SEN

The SEN Department has a range of facilities at its disposal. The STEP Centre comprises of four classrooms including the Vocational Skills Room for Sixth Form students. We also have a large SEN office in the heart of the school, and The Bridge, which is a flexible learning space.

The school employs nineteen Additional Needs Support Assistants; A Second in SEN, a High Needs Coordinator, SEMH (social, emotional and mental health) manager who is ELSA (Emotional Literacy Support Assistant) trained, a Literacy HLTA (High Level Teaching Assistant) and an Administrator/Access Arrangements Assessor.

The school is continuing to use the 'Read Write Gold' software package, which reads aloud any documents from the computer screen. This is JCQ compliant and will support students who require a reader in exams, as well as supporting the 'normal way of working' in the classroom. We have also continued to develop the use of 'Provision Maps' by Edukey, which enables all staff to view Pen Portraits, Provision Tracking, and Individual Education Plan Reviews.

f) How the school enables pupils with SEND to engage in the activities of the school (including physical activities) together with children who do not have SEN

Students with SEN are encouraged to join in activities in school with other students who do not have SEN and reasonable adjustments are made for this to happen. This includes lesson time, PE, Student Council and the School Student Ambassadors, Residential trips, clubs and teams and social time. School staff running clubs and activities liaise with the SENDCO to ensure that adjustments are made and that all necessary information about the student is available to plan activities and clubs. SEN support staff support students to access these activities and clubs as required.

g) Support that is available for improving the emotional, mental and social development of children with SEN

The department provides support for students to promote social and emotional development as a reasonable adjustment. These include:

- Provision of a "safe haven" in school.
- Clubs/activities to develop social skills, for example Lego club.
- Provision of passes for early exit for lunch or bus queues.
- Provision of passes to seek emotional regulation support from key adults.
- Working with the independent travel trainer.
- Reward systems.
- Close liaison with the Pastoral Team.

The department uses a variety of interventions to meet specific needs. These include:

- The Social Use of Language programme (SULP)
- Social Stories
- Fine and Gross Motor Skills group
- Literacy skills in curriculum support

- Numeracy intervention in liaison with the Maths department
- Emotional Management programme
- Physiotherapy programmes

2. Key Staff School

SENDCo: Suzanne Gould Contact by telephone: 01422 832070 or email: s.gould@ryburn.tlt.school

2nd in SEN : Tyra Dunn Contact by telephone: 01422 832070 or email t.dunn@ryburn.tlt.school

Social, Emotional and Mental Health Coordinator : Karen Setter Contact by Telephone 01422 832070 or email k.setter@ryburn.tlt.school

High Needs Co-ordinator and Moving and Handling Facilitator: Adele Marshall Contact by telephone: 01422 832070 or email a.marshall@ryburn.tlt.school

Exam Administrator and Access Arrangements Manager: Jackie Buxton Contact by telephone: 01422 832070 or email j.buxton@ryburn.tlt.school

Information about the expertise and training of staff in relations to children with SEN and how specialist expertise will be sought

3. Information about how equipment and facilities to support children with SEN will be secured

The school has a large range of equipment that is provided for children with SEN including

- Physio equipment which is stored in a locked room
- Hoists in assisted changing areas
- Specialist medical area for gastrostomy feeds
- Locked cupboards for controlled substances
- Fire evacuation chairs on every stairwell
- Laptops which can be collected from the SEN office
- Literacy resources including Dyslexia friendly texts, computer programmes to access the written word and Accessible dictionaries
- Specific resources for a range of need including I Pads and magnifiers

The Specialist Inclusion Service lend the school equipment for specific students as it is required.

4. The arrangements for consulting care givers of children with SEN about, and involving them in, the education of their child

The school encourages early enquiries regarding admissions for SEND students. Once a student has been allocated a place regular contact with parents is vital so that minor issues can be resolved before they escalate. Parents can pass on their concerns through notes in the student planner or by contacting the school directly to speak to the class teacher, form tutor, Head of Year or SENDCo. The school holds Open Evenings every year where parents/carers have the opportunity to discuss progress with subject teachers. There is an additional information evening early in the Autumn Term in Year 7 to raise any concerns following admission. You can find our SEND policy on the school website.

5. The arrangements for consulting children with SEN about, and involving them in, their education

Students with an EHCP are invited to their annual reviews where their views are sought on the provision they have and their views on their achievements and successes. They are also asked to share any further information about what other support would help them to achieve and be successful in school.

All students, including those with SEN, can apply to be part of the student council who work together in year groups to consult with their peers and raise concerns about issues in school such as the canteen,

6. Any arrangements by the Governing Body or the proprietor relating to the treatment of complaints from caregivers of children with SEN concerning provision at the school

This is covered by the schools complaints policy on the website and can be found at

<https://static1.squarespace.com/static/5808ca482994caba2736e6d7/t/60379df35a48cf63348d7c34/1614257656649/RVHS+Complaints+Policy+1120.pdf>

7. How the Governing Body involves other bodies, including health and social services bodies, Local Authority support services and voluntary organisations, in meeting the needs of children with SEN and in supporting the families of such children

The department works closely with other services to access specialist support for students. These include:

- Calderdale SEND Team
- The Educational Psychology Service
- Autistic Spectrum Disorder (ASD Service)
- Sensory Support services
- Child Adolescent Mental Health Services (CAMHS)
- Speech and Language Therapy
- School Nurse
- Disabled Children's Team
- Community Disabilities Team
- Access Team
- Commissioning Manager post 16
- C&K Careers
- Post 18 Participation Officer
- Adult Social Care
- Lead the Way charity for young people and families with learning difficulties

Parents are frequently invited into school to discuss their child's performance with professionals from outside agencies and services. Parents can request input from other services.

8. The contact details of support services for the care givers of children with SEND

Support for caregivers can be found at

<https://www.uniqueways.org.uk/>

<https://www.calderdalesendiass.org.uk/>

9. The schools arrangements for supporting children with SEND in a transfer between phases of education or in preparation for adulthood and independent living

School pastoral staff and our SENCO visit students in primary schools in Year 6 prior to Transition Day. Information is gathered on all students including those with SEND and is circulated to teachers in preparation for Transition Day. Students with more complex needs including those with EHCPs undertake additional transition visits in the summer term and these are co-ordinated by our SEN Department. During this transition, students are given the opportunity to experience different aspects of life including travelling to and from Ryburn, breaks and lunchtimes and sampling lessons and activities. Students are also allowed time to familiarise themselves with the lay-out of the school

building and they are able to meet with Additional Needs Specialists, teachers, lunchtime staff and our Student Ambassadors. The students will also have the opportunity to discuss their anxieties and ask any questions. The duration and frequency of these varies and they are tailored to match individual needs. The school organises group activities for SEND students prior to Transition Day in July where they have the opportunity to meet other students with similar needs.

In Years 12 and 13 the department offers a full-time course in Vocational Skills. This affords students a further one and two years in school before progressing onto college or work. This course offers students the opportunity to gain qualifications in Functional Skills in Maths and English or they can re-sit their GCSEs in these subjects if appropriate. Students also participate in enrichment lessons which focus on the acquisition of independence skills, such as independent travel and independent living skills along with employability skills and work experience. These enrichment lessons are based on their level of need and on their EHCP outcomes and the Preparation for Adulthood outcomes. These are evidenced through the ASDAN Scheme. Enrolment on the course is done in consultation with families, the Local Authority SEN team and C&K careers. Students enrol from other mainstream secondary schools in the Authority and also Specialist schools from other Authorities if they reside in Calderdale.

During EHCP reviews students and families are signposted, and can be referred to other agencies that can support young people into adulthood. The goal is for families and young people to experience a smooth transition into adulthood. Vocational Skills students are offered four transition days through the summer term to become familiar with the new Sixth Form environment. Students are carefully chosen based on their needs and other information received from outside agencies. The Vocational Skills course has a separate admission policy from that of the rest of the Sixth Form. Students with an EHCP in Year groups 9-13 are discussed during their annual reviews to put in place outcomes and targets to address the Preparation for Adulthood transition phase. This builds on from Year 9 where a transition plan is started and attached to the annual review paperwork to enable plans to be put in place and the relevant agencies and professionals to be consulted.

10. Information on where the Local Authority local offer is published
<https://www.calderdale.gov.uk/v2/residents/education-and-learning/local-offer/send>