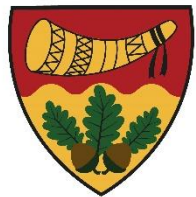


Special Educational Needs Information Report

How we support children with special education needs and disabilities



RIDGEWAY
SECONDARY SCHOOL



Shires
Multi Academy Trust

This SEN Information report can be looked through page by page or use the 'quick links' to find answers to a specific question.



Shires
Multi Academy Trust

Areas of Special Educational needs

1. Communication and interaction Difficulty in speaking to adults outside the family Immature speech sounds. Requires repetition, slow pacing of language and use of key words. Following simple instructions.
2. Cognition and learning Where a child's skills in one or more areas of learning are between 3 and 6 months below the average for that developmental age group. Concentrates for only a very short period of time. Continuous use of multisensory activities needed to reinforce learning and provide meaningful experiences. Exploration through play - preference and schemas developing which might be of limited variety.
3. Social, emotional and mental health Plays alongside, rather than with other children. Predominantly ego-centric - theory of mind/ability to empathise with others gradually emerging at later stages. Emotional literacy and awareness of feelings gradually developing through play, stories and use of language. Picks up on feelings/ behaviours of others - e.g. tone of voice, body language etc. which might affect behaviour. Difficulty sharing, taking turns or accepting support from adults. Child follows simple everyday rules and routines that are clearly set out and frequently reinforced by staff.
4. Sensory and/or physical needs Less agile than might be expected for children at child's age. Eye-hand coordination slowly developing at a slower rate than would be expected for age. Laterality (left or right preference) not firmly established. Not reliably toilet-trained and has occasional accidents. Difficulty dressing and undressing independently. Chronic (everyday) medical condition that requires regular medication during the day e.g. mild asthma. History of conductive hearing loss. Temporary mild hearing loss (no hearing aids). Recently prescribed glasses and needs to be encouraged to wear them. Patching/treatment for squints.



Page 1 Quick links:

- ▶ [What should I do if I think my child has Special Educational needs?](#)
- ▶ [How does the school know if a child needs extra help?](#)
- ▶ [How will both school and I know how my child is doing?](#)
- ▶ [How will school help me support my child's learning?](#)
- ▶ [How will the curriculum be matched to my child's needs?](#)
- ▶ [How are the school's resources allocated and matched to chi...](#)
- ▶ [How will the school decide the type of support my child wi...](#)
- ▶ [How does the school judge whether the support has had an ...](#)
- ▶ [How will my child be included in activities outside the c...](#)
- ▶ [What support will there be for my child's overall well be...](#)



Page 2 Quick links:

- ▶ [What training have the staff supporting SEND had or what ...](#)
- ▶ [How accessible is the school both indoors and outdoors?](#)
- ▶ [How are parents involved in the school? How can I get inv...](#)
- ▶ [How do children contribute their views about their suppor...](#)
- ▶ [What specialist services are available or can be accessed...](#)
- ▶ [How will the school prepare and support my child when tra...](#)
- ▶ [Who can I contact for further information or to complain ...](#)
- ▶ [The Local Offer](#)
- ▶ [School Contact details:](#)
- ▶ [What other support services can help me?](#)



What should I do if I think my child has Special Educational needs?

Sometimes you may be the first to be aware that your child has special educational needs. If you have concerns about them starting school and you think your child needs some extra help, speak to your schools SENDCo, GP, Health Visitor. If your child already attends school go to the SENDCo for advice and support. Talk to your child's key person, as they support your child each day, and they will work with you and the SENDCo (Special Educational Needs Co-Ordinator) to plan what they are going to do next. They will follow the Graduated Response which includes:

- observing your child to identify what they do well and what they need more support with
- they may track your child's progress on the EYFS (Early Years Foundation Stage) Early Support Tracking documents, which details individual steps of development against expected milestones
- put in place individualised support or small group activities focusing on a particular skill
- with your permission, they may refer to other agencies such as Speech and Language Therapy Services to gain expert advice on supporting your child's development

Worcestershire Children First's Early Years Inclusion Team offer support and advice about SEND to Early years providers. Included in the information they provide is [Supporting parents on the SEND journey](#) which contains some useful advice for parent carers.



How does the school know if a child needs extra help?

At Ridgeway, we aim to find out as soon as possible the learning needs of all our students. When a student comes to Ridgeway, we gather information from:

- National test results (SATs)
- Verbal and non-verbal reasoning tests
- Primary school records
- Classroom observation
- Teachers and Support Staff
- Any outside agencies involved

Furthermore, we particularly value information from:

- You, the parents
- The students themselves



How will both school and I know how my child is doing?

School communication happens in the following ways:

- Phone calls fortnightly to SEND students families.
- Progress Reports
- Parents Evening
- Arbor
- Parent Pay
- Newsletter
- Email
- Rewards and Demerits
- Face to Face meetings



[Return to
'quick links'](#)

How will
school help
me support
my child's
learning?

[Supporting parents on the SEND journey](#)



Shires
Multi Academy Trust

How will the curriculum be matched to my child's needs?

We follow the guidelines as set out in the 2014 Special Education Needs and Disabilities Code of Practice. This requires students who need support that is different from and in addition to their peers to be placed on SEN support. Most students will have their needs met with quality first teaching using relevant strategies and supported by the SEND team through additional training.

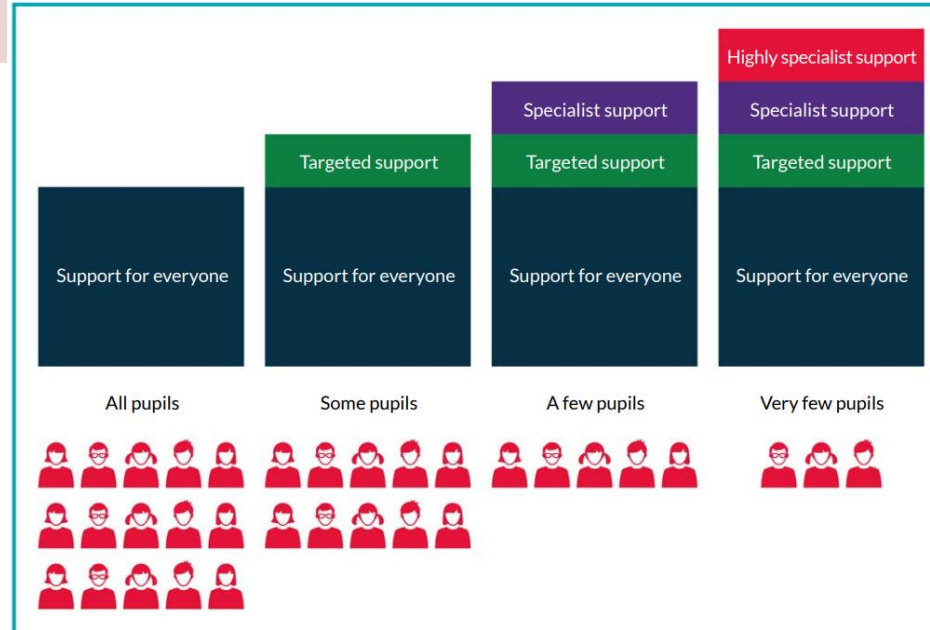
In exceptional circumstances the Local Authority will suggest that a student has an Educational Healthcare Plan, which combines the expertise of professionals from Education, health and Social Care when appropriate. Students at SEN Support have a Learning Map to Success that identifies their strengths and, areas of difficulty and strategies teachers can use to support students with their learning, students and parents contribute significantly to this. We work with small groups of students to give extra help with reading. This is for those whose reading age falls below nine years of age. Some students will work in small groups on spelling/handwriting. We run small groups for students with language processing problems, students with fine and gross motor skills difficulties and students who generally find it difficult to integrate in our community. We let parents know what support we have arranged for their child, the intended outcomes of the intervention, and how they can support their child.

We try to provide support that best meets the individual needs of students. We value and rely upon the support of parents. We know that to make a difference, parents and teachers need to work together to identify and address the needs of our students.

We try our best to make the class work suit the ability of the student. Learning assistants give help in the classroom. Additional help is given by external agencies where a particular need entitles a student to receive it. At all stages, you, as parents, are consulted and the views of your son/daughter are sought. Progress made is reviewed regularly and we look forward to meeting with you on these occasions. It is a partnership.



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



SEN Support could include, for example:

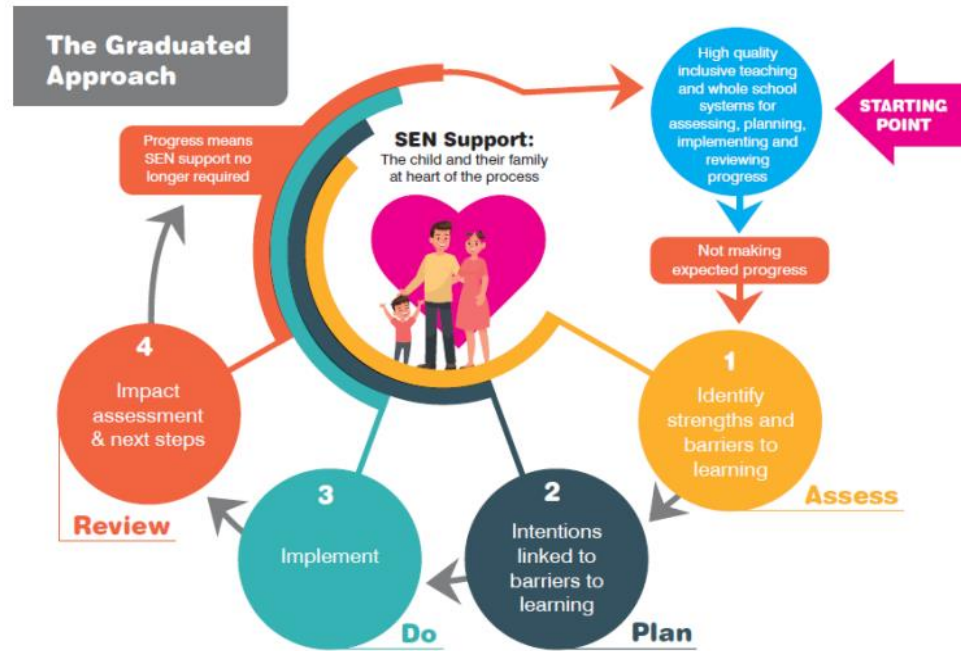
- additional materials and/or equipment
- interventions or programmes for the individual child
- interventions in small groups
- focused work with the class teacher, SENCo or other school staff
- help for a child to join in class activities or interact with other pupils
- advice and support from other professionals for the school staff, this could be a specialist teacher, an educational psychologist or a speech and language therapist



How will the school decide the type of support my child will receive?



How does the school judge whether the support has had an impact?



How will my child be included in activities outside the classroom including school trips?

Our extracurricular offer includes:

- Clubs every night of the school week
- A co-ordinated trips offer known as the Ridgeway Promise
- House Events
- Fundraising and charity events
- Leadership opportunities
- Guest speakers
- Duke of Edinburgh Award Schemes
- Camps International
- Work Experience
- Careers Support and Guidance



What support
will there be
for my child's
overall well
being?

The pastoral and SEND team work incredibly closely to ensure that our SEND learners are never left behind or misunderstood. The safeguarding team has a dedicated member of staff for SEND learners who is experienced and understanding the nuances of supporting those with additional needs. We have extensive support available in school as well as strong links with external agencies.



What training have the staff supporting SEND had or what are they having?

Staff have been trained in the following:

- Dyslexia
- ADHD
- Autism Education Trust Level 1 and 2
- Exam Access Arrangements
- Mental Health
- Pathological Demand Avoidance
- Autism in Girls
- Adaptive Teaching



How
accessible is
the school
both indoors
and
outdoors?

The school is adapted to suit all needs. SEND learners are at the heart of all decisions the school makes. From all buildings being wheelchair friendly to carpeted floors and distraction free classrooms to benefit learners that struggle with cognitive and sensory difficulties.

Our behaviour is exemplary and allows disruption free learning as well as corridor conduct.



How are
parents
involved in
the school?
How can I get
involved?

Parents are involved in the following ways:

- Open tours
- Fortnightly contact
- Half termly parent voice
- SENDCo Appointments
- Pupil Passport Reviews
- Parent Governor opportunities where appropriate
- Parents Evening
- Social Media Engagement



How do children contribute their views about their support and who can help them?

Students are involved in the following ways:

- Leadership roles
- Regular check ins
- Half termly student voice
- SEND Team Meetings
- Pupil Passport Reviews
- Assessment feedback
- Form tutor checks



What
specialist
services are
available or
can be
accessed by
the school?

External Services:

- Dedicated Educational Psychologist
- Autism Team CCN Team
- Learning Support Team
- Physical Disability Team
- SEMH Team
- Careers Guidance
- Play Therapy
- Dyspraxia Support
- Occupational Therapy
- Alternative Provision
- CAMHS and EMHP Support



Who can I contact for further information or to complain about SEN issues?

Complaints Our complaints procedure is on the school website. This enables parents of all registered pupils at the school to raise concerns about the school. Please note that appeals and complaints about decisions taken by the local authority should be made to that body. The school's complaints procedure cannot be accessed to resolve such complaints. For parents who require additional independent advice and support, there is a service available within Worcestershire area. The SENDIASS service can be contacted by phone on 01905 768153 or by email sendiass@worcestershire.gov.uk.



The Local Offer

Details of that support are set out in the local authority's local offer which can be found at:

http://www.worcestershire.gov.uk/info/20536/education_and_schools_the_local_offer



School Contact details:

Our SENDCo is Mr J Worton who can be contacted at the school by calling 01527 892867 or emailing SEND@rss.shiresmat.org.uk

Our Safeguarding lead is Mr J Worton and our LAC lead is Mr J Worton who can also be contacted at the address jworton@rss.shiresmat.org.uk

Other key staff:

Staff Name	Contact	Role
Mrs M McNamee	SEND@rss.shiresmat.org.uk	Assistant to SENDCo
Mrs R Walford	SEND@rss.shiresmat.org.uk	Assistant SENDCo
Mrs T Cooper	SEND@rss.shiresmat.org.uk	SEND Admin



What other
support
services can
help me?

[Early Help | Ridgeway Secondary](#)

