

SEND Annual Statement

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Review Date	July 2026

An academy within:



Learning together, to be the best we can be



1. Context

- 1.1. North Ridge Community School is a special school which offers provision for children and young people (aged 3-19) with Severe Learning Difficulties', and other associated difficulties. Some pupils have additional sensory and / or communication needs.
- 1.2. **Mission Statement: For all our children to be confident and able to make decisions and achieve personal goals.**
- 1.3. **The Vision:** North Ridge Community School "preparing learners for the future by shaping learning through inspirational and personalised journeys, to be the best they can be."
- 1.4. REACH Values:
 - To Respect
 - To Enjoy
 - To Achieve
 - To be part of a community
 - To be Happy and Safe

2. Admissions

- 2.1. As per the school's Admissions Policy, all pupils who attend North Ridge Community School will have had a Statutory Assessment of their SEND by the Local Authority. Following this assessment the school will be consulted as part of the Education, Health and Care (EHC) planning process, if it is agreed at panel that it can meet the needs of the child.
- 2.2. Prospective parents/carers are encouraged to visit the school as part of the preparation of their contribution towards their child's special needs assessment.
- 2.3. Subsequent to North Ridge Community School being named in the child's (EHCP and the school receiving a copy of this, the school will arrange a home visit to collate the schools Admissions Information.
- 2.4. The child will start their transition into school as soon as is practically possible following the Admissions information being completed and transport arrangements being made.



3. Areas Served

- 3.1. Children are admitted from the whole of the Doncaster area. Currently some children and young people living in Wakefield and Nottingham attend North Ridge Community School where the journey would be shorter than that to similar schools in Doncaster.

4. Pupil Numbers

- 4.1. The school has planned places for up to 160 pupils. Currently it has 180 pupils on roll for September 2025.

5. School Organisation

- 5.1. For teaching and organisational purposes, the school has four areas:

- Primary Phase – EYFS, Year 1,2 (key Stage 1) ,3,4,5,6 (Key stage 2)
- Secondary Phase – Years 7, 8, 9 (key stage 3) Years 10, 11 (Key Stage 4)
- Post-16 Years 12,13,14 (Key Stage 5)
- The Bridge Post 16 Years 12,13,14 (Key Stage 5)

- 5.2. Staff work in departmental teams. Pupils are in class groups of between 8-12 pupils with a teacher and between 2-4 Learning Support Assistants/General Assistants. On a day-to-day basis parents/carers and other professionals link with the teacher and educational support staff responsible for a child's class.

- 5.3. The Phase leaders and Deputy Headteacher are accountable for day-to-day matters within their departments. The first point of contact for financial and administrative matters is the Senior Finance Officer.

- 5.4. North Ridge Community School is based in the North of Doncaster situated in Adwick le Street. There is a satellite provision for one post sixteen class from each of the Trusts Doncaster schools and this is based in Edenthorpe.

6. Staffing Structure

- 6.1. Senior Leadership

Level	Number	Full Time Equivalent
Executive Headteacher	1	1.0
Head of school	1	1.0
Assistant Headteacher	3	3.0

6.2. Teaching

Level	Number	Full Time Equivalent
Teachers	17	16.8

6.3. Teaching Support

Level	Number	Full Time Equivalent
HLTA	4	3.51
Grade 3	7	2.42
Grade 4	0	0
Grade 5	45	36.49
Grade 6	2	1.62
Grade 7	5	4.3513
Grade 8	1	1

6.4. Administration

Level	Number	Full Time Equivalent
Grade 4		
Grade 5	2	12
Grade 6	1	1
Grade 7	1	1
Grade 8	1	1

7. Pedagogy, curriculum and assessment

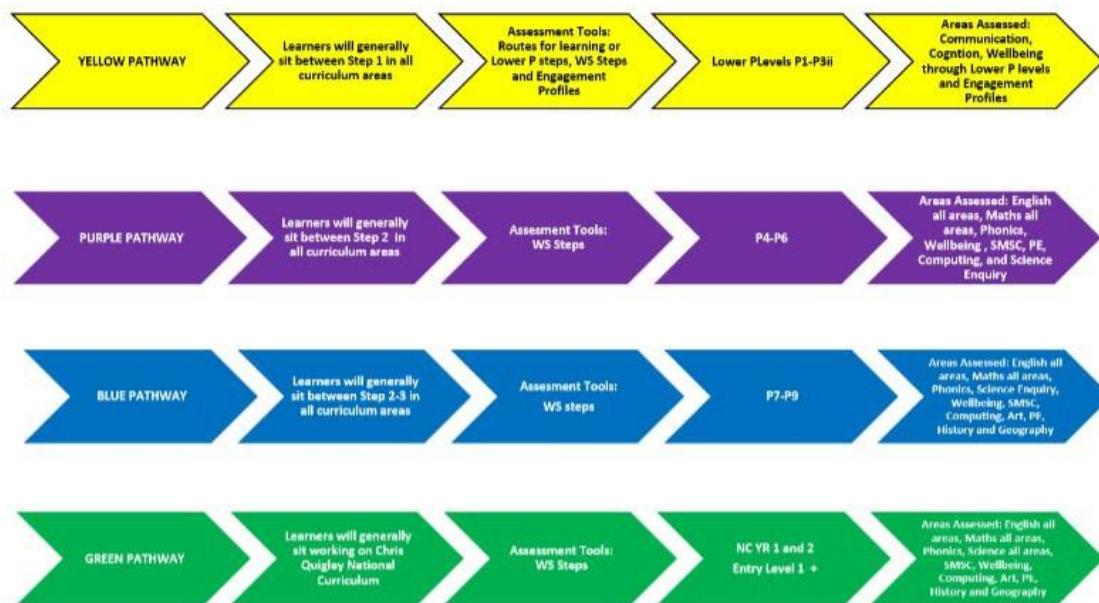
- 7.1. We understand that the priority outcomes for individual children and young people will be different dependent upon their needs, learning styles and aspirations.
- 7.2. In order to identify this starting point an individual is assessed academically and holistically within the first 4 weeks.

8. Curriculum Content

8.1. North Ridge's Curriculum is planned using our curriculum vision:

- The curriculum will be focused on the Future by shaping Learning through Inspirational and Personalised opportunities.
- Learning is then delivered through the following subjects; Communication and English, Cognition and Mathematics, Science, Art and Music, RHSE,

Wellbeing, Computing, Life skills and independence, Outdoor learning, Physical education, LIFE and Careers (year 7 +). Subject knowledge is organised by transferable skills in order to ensure learners are able to apply knowledge gained to all areas of life. North Ridge follows a thematic approach and has four pathways as guidance for practitioners to meet the needs of all our learners and support progression through school. All pathways support the learners to become more resilient, confident and regulate their emotions. Some pupils require highly individualised timetables to allow them to make good progress and these are facilitated where required. These pathways are detailed as follows:



- 8.2. We jointly work with families and other professionals to increase the opportunities that our pupils/young people are given.
- 8.3. We promote the moral, cultural, spiritual, mental and physical development of pupils and prepare them for the opportunities and responsibilities of later life. We also acknowledge the importance of developing life skills and that fun and enjoyment is essential to well-being, emotional development and a passion for learning.
- 8.4. In addition, pupils will require a range of opportunities to develop key learning skills. They will need to acquire, develop, practice, apply and extend these skills in a range of contexts across the curriculum. Without the opportunity to practice and apply such as skills our pupils would be unable to access their curriculum and participate in meaningful learning experiences.

8.5. These skills include:

- Communication skills (developing signing skills, developing verbal skills and the



ability to reason).

- Physical development (at the level of the child developmentally)
- Personal learning and thinking skills (learning to be independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participants).
- Personal, social, emotional development (including self-help, independence, hygiene, self-esteem, working with others, readiness to learn and feeding skills)
- Sensory awareness (making sense of auditory, taste, tactile, visual and olfactory experiences).
- A rich and varied curriculum is offered to all pupils. The whole curriculum includes National Curriculum programmes of study modified to meet individual needs, as well as therapies and planned multi-sensory experiences. Communication and personal, social and emotional development are core areas of the school's curriculum.

8.6. Specialist resources found within the sites:

- Staff with a range of relevant experience and training in SEND.
- Communication specialist
- Sensory OT
- ELSA trained staff
- Mental Health First Aider
- Family Liaison
- Adapted hygiene areas and specialist equipment.
- Horticulture gardens and sensory outdoor spaces.
- Green screen technology and film making equipment
- Interactive smartboards and iPad for classes.
- School dinners prepared on-site catering for individual dietary requirements where required.
- Extensive grounds for forest school curriculum.
- Specialist Food Technology room.
- Specialist Outdoor learning room.
- School Library

8.7. Access to a broad and balanced curriculum, which includes the National Curriculum, adapted to an appropriate level. The National Curriculum does not constitute the whole of their curriculum – individual pupils will have additional priorities including communication, independence, personal / social identified within their Education, Health and Care Plan and Pupil Premium targets.

8.8. Pupils will be expected to develop understanding of concepts, acquire knowledge and learn skills. They will be provided with opportunities to consolidate, reinforce and transfer knowledge, skills and understanding in preparation for the next stage of learning.

Communication, including AAC, within the school curriculum at North Ridge Community School



- 8.9. Augmentative and Alternative communication (AAC) refers to any way in which spoken communication is replaced. AAC describes methods of communication which can be used by children, or adults who find communication difficult, it adds to (augments) or replaces (is an alternative for) spoken communication. AAC can also help the user's understanding, as well as provide a means of communication. There are two types of AAC – aided and unaided, most AAC users combine both methods.
- 8.10. Unaided communication does not require additional equipment; People use many unaided methods to communicate, for example body language, pointing, eye pointing, facial expressions, vocalisations, gestures, and signing (Makaton).
- 8.11. Aided communication requires additional equipment This equipment may range from simple photographs, symbols, switches, computers, and or high-tech electronic equipment. Aided methods may be low technology or high technology. Low technology devices include anything which is not powered, for example everyday objects, charts, communication books with pictures, symbols or photographs, (PEC's), objects of reference and simple switches. High technology devices refer to more complex systems such as specialised programmable electronic devices and computes which speak and or print.
- 8.12. Helping people to communicate improves their quality of life.
- 8.13. Communication is the successful transmission of a message from one person to another and is not limited to the use of formal systems, such as speech, sign or written word. All children have the right to communicate (see the communication promise). The overall aim of the provision of AAC is to provide each pupil with an effective mode of interaction (communication). For some this will be through traditional sentence and work structure, for others it may require other methods, such as switches, and or other low-tech devices, including Makaton signing, board maker symbols, aided language boards, PEC's.
- 8.14. Pupils have access to a speech and language therapist whilst at North Ridge Community School; access to which is done through a referral system in co-operation with the family and the professionals educating the child.

9. Staff Training and development

- 9.1. All staff have access to a programme of Continuing Professional Development which includes mandatory training in safeguarding, teaching and learning strategies and Team Teach positive behaviour management. Where applicable, staff are supported to access the National Professional qualifications such as NPQH, NPQSL, Middle Leadership Development Programmes. In addition, all staff have annual Professional Development Reviews which identify bespoke training needs. Training needs are a key area of the School Improvement Plan and the school is committed to staff development. The school has a number of staff who have specialist knowledge in specific areas of learning or needs and



these staff share best practice and lead elements of the school's work.

9.2. Examples of Specialist knowledge and training include:

- Sleep training
- Attachment and Trauma Informed Schools
- Picture Exchange Communication (PECS)
- Sex and Relationships Education (SRE)
- Child Protection
- Draw and Talk
- Mental Health Lead
- Medication administration
- Moving and handling
- Behaviour Management
- National Professional Qualification in (Middle/Senior/Headteacher) Leadership

10. Meeting individual need

10.1. Teachers and support staff receive training and support to ensure that they are able to meet individual needs within their classroom through Quality First Teaching and personalised learning approaches. However, occasionally these approaches will not be sufficient to address barriers to learning and progress may be affected. The school has implemented a Waves of intervention model to escalate any issues or concerns to specialist teams at Wave 2 and Wave 3.

11. Pupil Voice

11.1. The term pupil voice refers to a way of listening to the views of children and young people and/or involving them in decision making; at North Ridge Community School we promote the use of modified and adapted devices to ensure ALL pupils are provided with the opportunity to express opinions and to communicate, in all aspects of their own lives. We have our own Pupil Parliament who are advocates for the school community.

11.2. The aim of North Ridge Community School is to ensure that all pupils are given equal opportunities to communicate, in all areas of their school day, that all pupils have access to the school curriculum at the level appropriate to their development and taking into account their individual communication needs and preferences, where appropriate they will have access to AAC resources and teaching approaches.

11.3. We aim to provide a "total communication" environment where all modes of communication are equally valued and pupils are given opportunities to make choices, initiate conversations, and express their own ideas and opinions. Staff are trained to be confident using a wide range of communication strategies that are often unique and personalised to the child.



12. Partnerships with other schools

- 12.1. As a member of a Multi Academy Trust the school has positive partnerships with the other schools within the Trust which enables sharing of practice, knowledge and resources.
- 12.2. We have strong links with other local and regional schools through our Sporting partnerships. We also play a key role within the Doncaster Learning Community alongside our local mainstream partner schools.

13. Partnerships with families

- 13.1. We believe that pupil's families are key partners in the education of their child. The views of families are actively sought and respected in order that a trusting partnership can be developed in the best interest of the child. Families, with their child, make a significant contribution to the Individual flight path. Staff support and facilitate this through the Person-Centered Review held annually but reviewed each term at the parent's evenings. The school believes that these meetings form the foundation of the personalised programme for each child and that families are involved in this. School believes in hosting regular family events to create a school community and parents view and feelings are sourced regularly through parent questionnaire.
- 13.2. In addition, contact is maintained with families through seesaw and telephone calls / emails.
- 13.3. Wider school information is sent to families via Seesaw, text message and use of our website. Class blog pages also contain family friendly information. It is the policy of this school to actively engage with families and involve them as much as is practical in the life and work of the school and the teaching and learning of their child.

14. Collaboration with other agencies

- 14.1. Collaboration with other agencies (including SALT) may be required where the scope and experience of the school staff is limited; this collaboration may take the form of a referral for a particular service or an outside agency visiting school to provide support and training.
- 14.2. All training programmes should be regularly reviewed, reappraised and updated. Equal opportunity and involvement encourages communicative awareness within the classroom by providing opportunities for all pupils to express basic needs, thoughts and feelings.
- 14.3. Provide a communication environment where signs and symbols are used routinely to enhance learning opportunities.



14.4. Provide a collaborative approach to assessing and supporting pupils who systems.

14.5. Ensure continuity of augmentative and/or alternative communication used within the classroom to support learning.

14.6. Ensure pupils have a voice for safeguarding policies and procedures.

15. Assessment, recording and reporting

15.1. Assessment, recording, and reporting will:

- Provide all pupils with opportunities to show what they know, understand and can do and involve them in self-assessment.
- Help pupils to understand what they can do and what they need to develop.
- Recognise that the National Curriculum does not encompass all learning and ensure that the curriculum offer meets needs.
- Advance the learning process.
- Enable Teachers to plan more effectively.
- Support parents to be involved in their children's learning.
- Provide schools with information to evaluate work and set appropriate targets.
- Undertake tasks using specific skills and transfer these in new situations.
- For pupils and young people at North Ridge Community School, our key aims are that they:
 - Can achieve recognised accreditation based upon their interests and aspirations
 - Can be self-regulating learners who challenge themselves
 - Can make informed choices and influence their own life beyond 19
- To enter further education and / or employment with self-belief and aspirations.

16. Transport Arrangements

16.1. Every pupil who is offered transport to and from school. The relevant Local Education Authority in which the child lives makes transport arrangements. In practice pupils come to school by variety of means, by taxis and minibuses and independently. Generally, an escort is provided on home- school transport. Some parents/carers choose to bring and collect their child from school.

17. Complaints

17.1. North Ridge Community School offers a high standard of education and support to its pupils. We welcome comments and suggestions about the education and support provided to our children and young people.

17.2. All complaints are seen as an opportunity for the school to evaluate its



performance. Complaints can be about any aspect of the services provided at school. In the first instance contact is with the child's teacher, unless a parent/carer feels that it should be with the Phase Leader or with the Head of School or Senior Leadership Team.

- 17.3. Pupils are encouraged to speak to any member of staff regarding any concern or complaint. A specific team of staff are designated to deal with pupils' complaints. The pupils can also make their complaint known to the School Parliament whereby it will be dealt with by the Head of School.
- 17.4. Formal complaints are acknowledged promptly, usually in writing and the appropriate person in school will undertake a full investigation. Generally, parents should expect a response within 5 working days. If school staff are unable to resolve the issue, then parents are urged to contact the Chief Executive Officer using the Trust Complaints Policy found on the school website.

18. Transition

- 18.1. As the majority of our pupils are grouped by age this means most admissions are during the September of a new school year. In order to ease the anxiety of transition, the school has a transition programme each year which allows any pupils moving into a new classroom or new teacher to spend time in this new class before the long summer break. Transition meetings are held between staff and families where they can meet the new teacher and share any information before the Summer Break.
- 18.2. The school has planned activities for transition year groups which take place over the year to promote familiarity with new staff, routines or areas of school. In Year 11 and year 14 students and families are supported to prepare for the transition at 16 onto their next educational placement whether that be at North Ridge Community, College or another setting. Person Centered Planning processes are utilised to gather the aspirations and views of students and parents. Bespoke learning programmes are then developed to support the pupil as they move towards these goals.

19. Further information

- 19.1. Doncaster have produced a Local Offer which details services, resources, support, provision and activities for children and young people with Special Educational Needs and Disabilities. This can be found at:

www.doncaster.gov.uk/services/schools/local-offer-send

- 19.2. Doncaster parents and carers forum are a group run by parents of children with



additional needs for parents. Their website can be accessed at:

www.doncasterparentsvoice.co.uk/

20. Description of Provision

CONTEXT	SPECIALIST SUPPORT/CONSULTATION	EQUIPMENT/SPECIALIST RESOURCES
<p>Accessible classroom environment.</p> <p>A personalised timetables for classes (personalised for pupils if needed)</p> <p>A consistent structured environment with secure and explicit boundaries.</p>	<p>Long term support from visiting specialist services including Speech and Language Therapist, Physiotherapist, Occupational therapist, School Nurse, Educational Psychologist and Social Worker.</p> <p>Multi-professional support</p>	<p>Supplementary, practical resources for all areas.</p> <p>Community and parental involvement.</p> <p>Resilient furniture and adapted small equipment.</p>

CONTEXT	SPECIALIST SUPPORT/CONSULTATION	EQUIPMENT/SPECIALIST RESOURCES
<p>Specialist teaching for certain curriculum areas.</p> <p>Staffing Ratio 1 teacher 2/3 LSAs per 10/12 pupils</p> <p>Teaching Arrangements Whole class, small group or individual teaching. Mixed ability and ability, groupings.</p>	<p>may extend outside school in partnership with parents.</p> <p>Direct teaching by teachers with appropriate specialist qualifications or experience, this may be sourced from Mainstream schools.</p>	<p>Technical aids to motivate and assist communication.</p> <p>Adapted toileting, personal hygiene areas.</p> <p>Specialist Sensory equipment</p>