



# North Ridge Community School

## Part of Nexus Multi Academy Trust

### SEN Information Report – 2019 – 2020 *Updated July 2020* (To be reviewed Autumn 2020)

This SEN Information Report should also be read in conjunction with the school's SEN Policy and Accessibility Plan (explaining how the school meets its duties under the Equality Act 2010 (and updates issued in 2012). As required by law, it will be reviewed annually and published on the school website.

#### Who to contact in school if parents or young people have a concern

If you have a concern about your child at school, then please contact your child's class teacher in the first instance – you can do this by contacting our school office team on 01302 720790.

#### Additional staff that you might come in to contact with are as follows:

- Mr Chris Evans – Deputy Headteacher and Designated Safeguarding Lead
- Mr Sam MacDonald – Acting Deputy Headteacher
- Cass Heyes - Pastoral Manager and Deputy Safeguarding Lead
- Lisa Suter – Executive Headteacher

#### The kinds of special educational needs that are provided for in school

North Ridge School is a special school educating pupils with severe learning difficulties (SLD). Some of our children have a diagnosis of autism and some have physical and medical needs. All children attending the school must have an Education Health and Care Plan (EHCP). In order for your child to receive an Education Health and Care Plan (EHCP) you will need to contact the local authority or the school SENDCo if they are at a school or nursery to initiate this process.

The process will involve:

- An assessment by all the professionals involved with your child. Each professional will write a report about the child's needs.
- An invitation to parents to visit different schools/settings. Parents will be asked to write their views about their child's needs.
- All reports are submitted to the SEN department and a panel of professionals decides on the 'setting' and the type of support required to meet your child's needs.
- The issuing of a proposed EHCP if professionals agree one is required. This will provide details about the child's needs and the support required. Once professionals/parents agree the EHCP is accurate a final version will be issued.

The school also provides an Outreach Service to support pupils with communication difficulties and learning difficulties, in accessing mainstream provision.

## **Policies for identifying children and young people with SEN and assessing their needs**

All pupils who attend NRCS have identified special educational needs, however, we are constantly and continuously reviewing progress and the impact of teaching and learning in the following ways:

- Pupils are constantly observed and progress noted. The progress is assessed continuously and recorded using the Pivots assessment system.
- The school works closely with therapists and external agencies to identify the holistic needs of every child.

**Policies in school that support this are the:**

- SEND policy
- Accessibility policy and plan
- Single Equality policy
- Anti-Bullying policy
- Teaching and Learning policy

## **Arrangements for consulting parents of children with SEN and involving them in their child's education. Arrangements for assessing and reviewing children and young people's progress towards outcomes, including opportunities available to work with parents and young people as part of this assessment and review**

- All children are assessed within their first two weeks of attending North Ridge School. Teachers currently track the progress of children using the Pivots assessment system during the year and at the end of each academic year. Teachers track the progress of children in nursery and reception using Early Years Goals.
- We encourage parents to help set annual targets by meeting with their child's teacher in their child's Annual Review meeting. Every child has an Education Health Care Plan; it is statutory that they have a minimum of one annual review meeting per year with parents and other professionals invited with a report provided from school and professionals.
- At North Ridge School we have an open door policy. There are frequent opportunities to look at your child's work or speak to your child's teacher (appointments only).
- Homework ideas are sent home for you to support your child to transfer skills between home and school.
- Where needed, home-school communication books are also in place to enable the sharing of progress and to share any identified issues that may be affecting a pupil's learning.
- We also communicate by telephone.
- An Interim Executive Board currently governs the school; however, this is transitioning to a local governing board (LGB) starting in September 2020. Parents can then become members of the LGB.
- We hold a range of events such as Christmas Concerts to which parents/carers are invited. To obtain further information, our website is regularly updated with upcoming events.

## **Arrangements for consulting young people with SEN and involving them in their education**

Pupils, where they are able to contribute, are consulted at every opportunity with regards to their education. For example:

- Their views are sought at Annual Person Centred Reviews; many of which have been conducted online as a consequence of the Covid-19 social distancing restrictions.
- Where appropriate, Looked After Children's views are sought at their review and target setting meetings.
- Pupils are offered choice making decisions as part of the core curriculum offer.
- Pupils are also offered other forums to voice their views such as the school council or via class discussions and decisions

### **Arrangements for assessing and reviewing pupils' progress towards outcomes, including opportunities available to work with parents and young people as part of the assessment and review process**

At NRCS we provide parents and carers with opportunities to keep in contact with teaching teams on a daily basis through our home-school communication system. This ensure that we maintain continuity between home and school. This supports the regular reviewing of pupil progress that teaching teams share on a week to week, month to month basis. These assessments then form summative termly assessments that are discussed at pupil progress meetings with members of the senior leadership team. All information that supports evidence of progress and development against curriculum and EHCP targets are then shared with parents through parent meetings and annual review meetings. Early annual review meetings can be arranged if the need is identified through the on-going assessment and review process.

More recently parents/carers have been receiving daily/weekly welfare calls as a consequence of the Covid-19 circumstances. Similarly, lessons have been delivered online, via the school website, and home visits conducted where necessary.

### **Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood.**

#### **When joining the school:**

- The class teacher or a member of the senior leadership team at North Ridge Community School will contact your child's existing school/nursery to organise a transition programme when the final Education Health Care Plan has been agreed.
- The transition programme agreed between the two schools will include the number and length of visits required to ensure your child is comfortable and at ease in their new school. It will also take account of the support required during the transition period.
- The programme will be flexible; the number of visits and how long will depend on the needs of the child and how well they settle into their new class. The programme will involve a member of staff from the child's present class to support them during visits to North Ridge School and to share relevant information about your child. It might also include transition using the transport that will be available (subject to this being required).
- Parents are invited to contact the school office in order to complete the relevant admission forms, ask questions, and order uniform.
- A start date will be agreed between schools and transport will be arranged (if required).

The school has adopted a through school approach with a view to minimalising any anxieties or apprehensions as pupils progress through the various key stages. Throughout each year, bespoke targets contribute towards preparing the pupil for a journey of lifelong learning with communication sitting at the very heart of all we do.

If your child is leaving North Ridge Community School to attend a mainstream school or an alternative special school the same process will take place in terms of sharing information and visits to the school or next setting.

Formal transition reviews commence at Year 9 in preparation for life after North Ridge Community School; where possible the Local Authority's Participation and Transition Service attend annual Person Centred Reviews from Year 9 onwards. Post 16 Provision is planned for very carefully through a series of meetings specifically designed to formulate the best possible transition to adult life. This is done in partnership with parents, pupils, school and the transitions team.

North Ridge Community School support both pupils and parents in sharing information to make informed decision about what is on offer for the students after North Ridge Community School. Parents and pupils are also supported on visits to the setting they will transfer to after North

Ridge Community School, and reciprocal visits from the setting's staff are encouraged; hopefully ensuring a smooth and effective transition.

Due to the circumstances imposed by Covid-19 transition booklets and videos are in place for September 2020 with the option of longer transitions being made available bespoke to pupils' needs.

### **Approach to teaching children and young people with SEN**

- The curriculum is personalised and the curriculum offers are differentiated across each class in Primary and Secondary phases. These offers are identified as pre-formal, semi-formal or formal curriculum offers.
- The curriculum is creative and themes are changed each half term. Teachers take into account pupil voice and the child's interest when planning and teaching to the needs of the pupils.
- The curriculum involves indoor and outdoor learning, including life skills and therapies
- The curriculum is currently undertaking a complete review and this will be shared with parents and carers in the new academic year.
- A recovery curriculum is planned for the first half of the autumn 2020 term.

### **How adaptations are made to the curriculum and the learning environment of children and young people with SEN; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEN:**

Both the curriculum and learning environment is adapted to meet the needs of individual pupils:

- Children at North Ridge School benefit from learning through outdoor experiences. They access hands-on experience in the community linked to the class half termly theme and the learning areas identified within the child's Personal Learning Plan (PLP). Children may access parks, shops, farms, woods, cultural venues.
- The curriculum offer is highly personalised to each individual pupil. The curriculum aims to strengthen and celebrate the pupil's capabilities whilst, at the same time, developing strategies to combat those elements with which the pupil is more challenged.
- Every adaptation necessary is planned for, monitored and reviewed to ensure provision is appropriate for each ability and stage of development.
- The environment is fully accessible to wheelchair users and is tailored to meet the needs of the pupils it serves, for example: sensory studio, soft play room, food technology room and wildlife garden.
- The updated curriculum will, more than ever, provide a broad, balanced and enhanced offer for the children and young people.

### **Additional support for learning that is available for pupils with SEN**

The school currently employs a Speech and Language Therapist (S&LT), who works across the whole school to identify pupil needs with regards to communication, share and support the implementation of advice from NHS S&LT teams. The S&LT is also responsible for ensuring children accessing learning have clear communication methods and that strategies are supporting comprehension and expression.

Our Outdoor Learning team also promote active learning through exploration and focusses on removing barriers to learning and increasing opportunities for child-centred learning.

At NRCS we have a specialist PE teacher who supports class teachers in developing appropriate physical learning activities for our pupils. This can include approaches using a sensory circuit, but also develops social awareness through team games.

A peripatetic teacher for music works across the primary classes to develop call and response skills and support the wider focus on communication and enjoyment of learning through investigative activities.

**The expertise and training of staff to support children and young people with S.E.N., including how specialist expertise will be secured:**

North Ridge Community School works alongside a range of professionals from education, health and care; sharing and developing expertise at every opportunity:

- Children have access to health professionals including Speech and Language Therapist, Physiotherapist, Occupational Therapist who all work part time at North Ridge School. Professionals work with the class teacher to set targets for your child (if required). The targets will be part of the child's Personal Learning Plan (PLP) and classroom staff will work with your child on their specific targets throughout the school week. The class teacher feeds back the progress to professionals. The length of interventions may vary according to the child's needs. Professionals may also organise information sharing 'surgeries' for a teacher and parent to attend.
- The Visual Impairment Team and Hearing Impairment Team will work with those children who require this specialist service or the professionals may set targets and share with the class teacher. The targets will be part of the child's Personal Learning Plan (PLP) and classroom staff will work with your child on their specific targets throughout the school week. The class teacher feeds back the progress to professionals.
- A member of the Senior Leadership Team (SLT), including the SENDCo may contact other services for additional expertise and advice (with parent's permission) such as Autism Outreach Service, Children and Young People's Service, Educational Psychologist, Children with Disability Team (social services).
- There are different specialists such as orthopaedics and LECKY representatives (chairs) who may come into school to provide additional services. These specialists will ensure children who require specialist equipment receive regular assessments and updated equipment as and when required.
- There are a number of therapies available at North Ridge School including access to sensory integration and soft play. Access to therapies will be according to identified need. An assessment may need to take place involving medical consultants and professionals.

**In addition to this:**

- Some staff are trained in Makaton signing, Moving and Assisting, Feeding Assistant, PECSs (Picture Exchange Communication System).
- All senior staff members are trained in level 3 Safeguarding, the remaining staff body working in direct contact with the children access Level 1 training each year, to ensure all information regarding Safeguarding is current and accurate.
- Some staff are trained in communication systems such as Intensive Interaction.
- Some staff are medically trained (gastrostomy feeds, epilepsy, first aiders) to enable your child to access the curriculum.
- School has used the Covid-19 lockdown to invest in the future of the school by facilitating online training and development for all staff; teaching and non-teaching.

Training is regularly updated. All staff have their own personal training targets identified on an annual basis.

**How equipment and facilities to support children and young people with SEN will be secured**

Some pupils and students across school require specialist seating or equipment this is prescribed by the Physiotherapy and Occupational therapist. All resources support learning opportunities through posture management support.

### **Evaluating the effectiveness of the provision made for children and young people with S.E.N:**

At North Ridge Community School we have a system of reviewing our provision. We utilise the OfSTED framework for whole school, EYFS and Post 16 self-evaluation. The requirements of the OfSTED Common Inspection Framework include:

- Quality of education;
- Behaviour and attitudes;
- Personal development;
- Leadership and management;

As such, separate judgements are made to quality assure our Early Years and Post 16 provision. The IEB are involved in this process and receive regular reports at meetings

The support and provision in place for pupils are also assessed through the annual review process and internal data tracking analysis. Pupil Progress meetings are held with class teachers by members of the school's senior leadership team where progress and the effectiveness of provision is also discussed and assessed.

### **How pupils with S.E.N. are enabled to engage in activities available with pupils in the school who do not have S.E.N:**

This section is applicable to mainstream schools as all North Ridge Community School pupils have SEND However the school seeks and embraces opportunities to work with other special and mainstream schools, where possible. This includes through sporting events and extra-curricular clubs such as the Doncaster Arts provision (DARTS). Through work experience, pupils are also encouraged to engage with the wider community where possible.

### **Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with S.E.N. and measures to prevent bullying:**

The emotional and social development of our pupils is a fundamental principle of North Ridge Community Special School:

- Advocacy and a rigorous pursuit of pupil choice allow us to create an inclusive and supportive environment in which our pupils work together.
- Pupils can face significant barriers to both learning and health. We see it as our duty to create every possible opportunity to celebrate their many achievements and develop pupils' self-esteem.
- The school has a dedicated Pastoral Manager who supports the team that offer Early Help for families and supports the delivery of emotional support to pupils with regards to their emotional development.
- Pupils have access to sensory areas and break out spaces to support their regulation of emotions.
- Personal Social and Health Education is delivered through the school curriculum.
- The Pastoral Manager leads on organising the School Council meetings and is part of the SLT to engage pupils in sharing opinions.
- As Deputy Safeguarding lead, the Pastoral Manager monitors the school CPOM portal for any actions required as a result of peer or peer bullying and directs actions as required.
- The implementation of a recovery curriculum following the post Covid-19 return to school.

### **How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' S.E.N. and supporting their families:**

A range of professionals are involved, in partnership with North Ridge Community School, to ensure individual pupils' needs are fully met. This would include; the Local Authority's Children

with Disabilities Team, Social Care, Child and Adolescent Mental Health Services, the Hearing / Visual Impairment team and School Nurses.

The following therapists are also involved when required; Physiotherapists (support by the Child Support Workers), Occupational Therapists, Speech and Language Therapists and the Educational Psychologist.

The school also invites the Local Authority's Participation and Transition Service to attend annual Reviews where appropriate.

More recently, the school has benefitted from enhanced support and collaboration from other schools with Nexus MAT.

**Arrangements for handling complaints from parents/carers of pupils with S.E.N. about the provision made at the school:**

North Ridge Community Special School prides itself in building positive relationships at all levels with parents/carers and professionals. However, should it be deemed necessary, the school has a formal complaints procedure which is available directly from the school office or website: <https://www.nexusmat.org/storage/app/uploads/public/5ea/81e/ca6/5ea81eca6d140688392159.pdf>

**Details of the school's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published and where Contact details of support services for parents of pupils with SEN can be found:**

The Local Authority's Local Offer is published by following this link <http://www.doncasterchildrenandfamilies.info/thelocaloffer.html>

North Ridge Community Special School has contributed to the local offer via its outreach provision. The school offers accessibility advice in relation to supporting pupils with severe learning difficulties, working below age-related expectations.

**Details of the school's admission arrangements:**

All children attending North Ridge School must have an Education Health and Care Plan (EHCP)

In order for your child to receive an Education Health and Care Plan you will need to contact the local authority or the school SENDCo if they are at a school or nursery to initiate this process.

**The process will involve:**

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- The issuing of a proposed draft EHCP if professionals agree one is required. This will provide details about the child's needs and the support required. Once professionals/parents agree the EHCP is accurate a final version will be issued.