

## **Ryburn Valley High School (Learning Support Department)**

### **SEND information report**

#### **Provision for students with Special Educational Needs and Disabilities (SEND)**

Ryburn is a mainstream school and the majority of our students are expected to reach the education standards for their age. A small number of our students do have special educational needs. Students are identified as having SEND when their progress has slowed or stopped and the interventions or resources etc. we normally put in place do not enable improvement.

#### **Key Staff**

School SENCo: Martin Brant (Head of Learning Support with specific responsibilities for Y6 admissions, Key Stage 3 and Access Arrangements.)

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2nd in Department: Marisa Joppich (Responsible for Key stage 4 and BTEC Workskills for years 10, 11 and 12)

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Vocational Skills co-ordinator: Suzanne Gould (Responsible for Vocational skills programme and Y12 and 13 students with SEN following additional programmes)

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#### **What kinds of SEN do you make provision for?**

Students with SEN in our school may have difficulties with:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory difficulties with sight or hearing, or physical difficulties

#### **How does the school know if a student has SEN?**

The school liaises closely with primary schools prior to admission. Our teachers closely monitor the progress made by all students and ask advice from the SENCo as soon as they have concerns about any student. The SENCo 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

SENCo or subject teacher will meet with parents/carers and the student and together agree that additional SEN support will be put in place. At all times close liaison with parents will be a priority

**Where can I find information about the school SEN policy?**

You can find our SEN policy on the school website

This will give you information about how we strive to ensure students with SEN make progress in line with their peers.

**How will I know that my child is making good progress?**

We have robust tracking and assessment processes. For every student there are face to face parent consultation evenings, termly progress checks and one full written report each year. For children on the School SEN Register there will be additional opportunities to meet or liaise with key staff throughout the year at timely intervals, dependent on need.

**Resources and Facilities**

The Learning Support department has 3 specialist classrooms including an ICT suite and a Literacy resource base. The school employs about 28 Teaching Assistants (TAs). Most are attached to subject departments while a small team remains attached to the Learning Support Department to support students with high needs, deliver interventions and support Y6/7 students with transition. The school also operates the Access Centre which supports students with social, emotional and mental health needs. The Centre also acts as a "safe haven" for students prior to school and during breaks. The needs of most students however, are met in mainstream classes.

**Prior to admission**

Parents and students can meet the SEN Co-ordinator (SENCo) and members of the department and view facilities on the school Open Evening in October. There is an opportunity to talk to members of the department about specific needs.

Parents of students with more complex difficulties including those with a statement or Education and Health Care (EHC) plan are able to request individual visits during the school day to talk to the SENCo. This can happen before the student reaches year 6.

The SENCo will endeavour to attend year 6 annual review meetings at primary schools for students with EHC plans.

The school encourages primary schools to pass on details regarding Special Educational Needs in the summer term of year 6 prior to Transition Day. Relevant information can then be circulated to school staff and where appropriate, this may influence placement in a particular form group.

### **Transition Visits**

School pastoral staff visit all students in primary schools in year 6 prior to Transition Day. Information is gathered on all students including those with SEN and is circulated to teachers in preparation for Transition Day.

Students with more complex needs including those with EHC plans undertake additional transition visits in the summer term. A member of the Learning Support Department will co-ordinate these visits and will visit the student in primary school.

Students are given the opportunity to experience different parts of the school day including travelling to and from school, breaks and lunchtimes and sampling a lesson. They are also allowed time to familiarise themselves with the lay-out of the school building and are able to meet with key staff in school. The duration and frequency of the visits is dependent on need and visits can be tailored to match individual needs.

The school organises group activities for SEN students prior to Transition Day where they have the opportunity to meet other students with similar needs.

### **Assessment on entry in year 7**

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 ("MIDYIS" tests) which generate standardised scores in vocabulary, maths and non-verbal skills. These results are used to highlight potential learning difficulties and to predict future performance to 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 4 weeks in school. Students are then setted in terms of ability. Students in lower Maths sets are afforded lower teacher:student ratios and higher levels of support.

### **Special Educational needs register/Individual Education Plans**

Information from primary schools and data collected by the school is shared with all teachers. The department compiles the SEN register which gives brief details of a student's presenting difficulties and offers strategies to meet their needs. Students with more complex needs, including students with EHC plans may have an Individual Education Plan (IEP) or Pen Portrait to offer more detailed support for teachers.

This information is reviewed annually but this is not done through a formal meeting. Parents can pass on their concerns through notes in the student planner or by contacting the school directly to speak to the Keyworker, class

teacher, Head of Year or SENCo. This may lead to a more formal meeting if issues cannot be resolved in this way.

### **The role of the subject/class teacher**

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 your child already knows, can do and can understand. Teachers are aware of the targets for all students including those with SEN and adapt their teaching to ensure that all students make progress. The teacher/s will put in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child, including ICT. The teacher will also put in place specific strategies, which may be suggested by the SENCo or specialists from outside school, to enable your child to access the learning tasks

All classroom teachers receive information about the special educational needs and disabilities in their classes. Continuing Professional Development (CPD) in regards to SEN is accessible to all teaching staff, supporting them to build on their previous experience and keep abreast of new developments.

### **Students with minor or moderate learning needs including Dyslexia**

Students with literacy difficulties are identified from information described above. Most 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 in relation to SEN including the use of "Dyslexia Friendly" teaching methods in the classroom.

Students with more profound literacy difficulties may receive interventions on 3 levels. At level 1 students receive additional reading tuition in small groups for 15 minute session per week. These take place during registration and do not necessitate withdrawing students from the curriculum. At level 2 students are withdrawn from the curriculum for 2-3 hours per week. The length of the intervention is dependent on student progress and ranges from 10 weeks to the duration of their time in school. At level 3 students participate in the Reading Recovery programme on a 1:1 basis in addition to interventions at level 1 and 2.

Students with numeracy difficulties largely have their needs met in class but those with more marked difficulties may be withdrawn from class for up to 1

hour per week. These students may participate in specific numeracy interventions and/or focus on the acquisition of lifeskills (time and money).

### **Annual Review Meetings**

Students with an EHC plan have an annual review meeting. For year 7 students these are scheduled for the summer term which allows time for teachers to make accurate comments about student performance. If parents have particular concerns then the meeting can be brought forward to address these needs.

### **Support Arrangements**

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 SEN 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
- Additional resources
- 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 statements/EHC plans 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 on a daily basis. Students will work with a variety of TAs who are subject-based and will not be supported solely by their keyworker. The school is trying to focus on identified outcomes for students rather than the number of hours of support.

TAs are not available in all classes and students without an EHC plan will not necessarily have access to support even though this may have occurred in primary school. The school will sometimes arrange for students to be placed in a class with a student with an EHC plan to ensure they have access to additional support.

The department provides support for students in other ways. These include:

- Provision of a "safe haven" in the Literacy base or the Access Centre before school, break and lunch.
- Provision of passes for early exit for lunch or bus queues.
- Working with the independent travel trainer.
- Assistance with Homework
- Use of a disabled toilet.
- Access to lunchtime clubs e.g. Disport, ICT, Homework.

### **Specific Courses**

In key stage 3 (years 7-8) students may be withdrawn from mainstream classes for additional Literacy, Numeracy or Social Skills. Some students may not learn a Modern Foreign Language to accommodate this.

In key Stage 4 the department deliver courses in "BTEC Workskills" and the "ASDAN Youth Award" scheme. Within these courses there is scope to continue developing literacy skills alongside Lifeskills.

In years 12 and 13 (6<sup>th</sup> form) the department offers a full-time course in Vocational Skills. This affords students a further 2 years in school before progressing onto college or work. In addition, students can extend the BTEC Workskills qualification.

Parents have the opportunity to talk to key staff as they make the transition between key stages. Transition Days and visits take place for students enrolling onto specialist course in Year 12.

### **Meeting Specific Needs**

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

- The Social Use of Language programme. (SULP)
- Circle of Friends
- Social Stories
- Anger Management
- Physiotherapy programmes
- Peer Awareness Training
- Organising coffee mornings for parents of students with additional needs.
- Organising and overseeing work experience.
- Developing modified timetables to allow students to participate in different activities such as swimming, bowling or trips to local parks and residential experiences to develop their social skills.

### **Working with other Services/Agencies**

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

- The Educational Psychology Service
- Autistic Spectrum Disorder (ASD Service)
- Sensory Support services
- Child Adolescent Mental Health Services (CAMHS)
- School Nurse
- Vulnerable Children

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.

### **Working with Parents/Carers.**

The school encourages early enquiries regarding admissions for SEN 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, Head of Year or SENCo. 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.

### **Monitoring and Evaluation of SEND**

The effectiveness of SEND provision will be evidenced by:

- ongoing teacher and TA observations of the students in the daily classroom setting.
- differentiated short-term planning by the subject teacher to meet the child'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 IEP/IBP/annual review are achieved
- the perceived progress reported at interim review meetings
- parental satisfaction