



Special Education and Disabilities (SEND) Information Report 2022-23

The Ridge is a fully inclusive school where the success of every child really matters. Everyone here is committed to developing the knowledge, skills and understanding, which will enable every child to achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual orientation physical ability or educational need.

We work in partnership with parents, pupils, staff, governors and professionals within the local authority to provide equal opportunities and ensure that children with Special Educational Needs and Disabilities are not disadvantaged and make the best possible progress in our school.

Meet the SEND Team

SENDCo

Mrs Natasha Norgrove

Interventions

Mrs N Zulfiqar

Speech & Language Intervention

Mrs K Warren

Mental Health Leads

Miss M Thompson

Mrs D Hudson

The SENDCo, Mrs N Norgate is currently on maternity leave.

Ms Deb Hunt is currently Acting SENDCo for 2 mornings a week and can be contacted at dhunt@ridge.dudley.sch.uk

What kind of special educational needs provision is accessible for children at The Ridge?

The Ridge Primary is a mainstream school that provides education for all types of needs and disabilities. Special educational needs and disabilities is broken down into 4 broad areas:

Communication and Interaction	Children with speech, language and communication needs (SLCN) may have difficulty communicating with others. This may be because they have difficulty saying what they want to (expressive language), understanding what is said to them (receptive language) or understanding/using social rules of interaction. The profile for SLCN is different for every child; their needs may also change over time. Children with ASD are likely to have particular difficulties with social interaction and other aspects of communication.
Cognition and Learning	Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), and severe (SLD), where children are likely to need support in all areas of the curriculum. Specific Learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
Social, Emotional and Mental Health	Children may experience a wide range of social and emotional difficulties. These may include becoming withdrawn and isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder
Sensory and/or Physical	Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These include vision impairment (VI), hearing impairment (HI), multi-sensory (MSI) or physical impairment which will require specialist support and/or equipment to access their learning. Some children with a physical disability (PD) require ongoing support and equipment to access all the opportunities available to their peers.

How do we identify and assess children who may have a SEND need?

We know a child needs help if

- ❖ concerns are raised by parents, carers, teachers or the child's previous school.
- ❖ tracking of attainment outcomes indicates a lack of progress
- ❖ the child asks for help.

Parents are consulted as soon as a concern is raised and an Assess, Plan, Do Review cycle is put in place.

Children entering our Kindergarten and Reception class are screened using the WELLCOMM language Toolkit and have a Baseline assessment. We also use Talk Boost and NELI materials. Right from the start, this allows us to see if a child is not working at a level typical for their age.

Pupil Progress Meetings are held every half term from which we track and identify children who are not making expected progress. Wave 1 Teaching is addressed first through guidance and recommendations then, if necessary, short-term interventions are implemented and monitored to ensure that the child makes accelerated progress. If during the Pupil Progress Meeting, or during discussions outside of this time, it is felt that a child has a SEND, assessments are completed to identify if the child should be placed on the SEND register. These include the Birmingham SEND Continuum Toolkits and a range of standardised tests.

Some children have more complex needs that may require higher levels of support, intervention and outside agency advice. Some of these needs may be high-level and may require an EHCP (Educational Health and Care Plan). Parents, children, SENCO, class teachers and external agencies will collaborate to submit paperwork and evidence to the Local Authority to request a Statutory Assessment. Throughout this process, the child's needs will continue to be met through the support already in place. Children who have an EHCP will have an annual review of their plan attended by the SENCo, parents, the child and external agencies.

If a parent thinks their child may need extra help, they should first discuss their concern with the class teacher.

What provision is made for children with SEND; with and without an EHC Plan?

How is the intervention/support monitored as to its effectiveness?

Those children identified as benefiting from intervention/support are monitored against the progress they are making; this is normally at termly Pupil Progress Meetings. Our provision maps track progress over time and allow us to identify effective interventions. Wave 1 Teaching and Interventions are monitored by the SENDCo for delivery and effectiveness on a termly basis.

The SENDCo, along with the SLT, conduct weekly monitoring to see first-hand 'best practice' and core subject leaders monitor for progress through tracking data, reviewing planning and pupil's books and carrying out pupil conferencing.

The SENDCo compiles regular reports for the Senior Leadership Team (SLT) and Governors with regards to SEND pupils' progress.

The SLT carry out appraisals and instigate Continued Professional Development for all members of staff.

What are the school's arrangements for assessing and reviewing progress of children with SEND?

Those children identified as benefiting from intervention/support are monitored against the progress they are making; this is normally at half termly Pupil Progress and intervention progress meetings. Our provision maps track progress over time and allow us to identify effective interventions and our half termly Pupil Progress Meetings review the impact interventions are having in the classroom on children's progress.

We use a range of assessment tools at The Ridge and they include:

- ❖ Birmingham SEND Continuum Toolkits
- ❖ YARC
- ❖ NELI
- ❖ Wellcomm Speech and Language Toolkit
- ❖ Phonic Screening
- ❖ Sounds Right Phonics Assessments
- ❖ NFER – Reading, GPS & Maths
- ❖ Sandwell Early Numeracy Tests (SENT)
- ❖ Power Maths Assessments
- ❖ Assessment tools provided by support services

Progress is tracked using Target Tracker.

What is the school's approach to teaching children with SEND?

We are a fully inclusive school which ensures that all pupils achieve their full potential. This may be through scaffolding, small group work or through 1 to 1 teaching. The Ridge has very high expectations of all children including those with SEND. It is our ultimate goal to support children with SEND to become independent learners and equip them with the skills so they are prepared for their next stage of education. All classrooms are fully inclusive and cater for individuals with resources and workstations, for those who need one, to ensure children with SEND can access high quality, Wave 1 Teaching.

Wave 1

- Quality first teaching forms the basis of provision for all pupils. Lessons are carefully planned to allow all children to make progress from their individual starting points. All staff receive regular training to help them meet the needs of their class through our programme of CPD activities and a wide range of scaffolding strategies are available within the classroom for pupils who may need some additional support to access the curriculum.

Wave 2

- Children who require additional support have their needs met through a graduated framework of carefully planned interventions and support. Wave 2 interventions are planned by the teacher and may be delivered to small groups or on a 1:1 basis depending on need in addition to normal lessons. Wave 2 interventions may be pre-teaching, target teaching, additional phonics, social skills etc. Individual target plans will be created for pupils.

Wave 3

- For pupils with more complex needs, external agencies are employed from within the Local Authority to provide additional support, advice and guidance. Bespoke learning packages and higher levels of adult support may also be provided at this point and individual plans are created for pupils.

EHCP

A child may have an Education and Health Care Plan following an assessment by the Local Authority. This will provide detailed guidance and targets and is reviewed on a yearly basis.

How does the school teach and support children with SEND?

As a whole school, The Ridge has introduced the Rosenshine Principles of Instruction which are developed to reduce cognitive overload. These theories are suitable for all of our children, but especially our SEND children as they ensure

- teachers make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information
- new learning is delivered in small steps which builds on previous learning
- teachers provide models of good practice for children to use as examples to base their own learning on
- teachers ask questions often in order to assess understanding and address misconceptions before moving learning forward
- teachers provide regular opportunities for children to recall prior learning
- teachers ensure that all children have sufficient opportunities to practise and embed new learning
- teachers 'think out loud' when modelling so that children hear how prior learning is being connected to new learning
- teachers visit particular children first after modelling has taken place, to check their understanding of instructions and vocabulary

Our aim is to ensure that all of our children feel successful, regardless of their ability. The curriculum and teaching sequences are adapted to meet the needs of the individual and are delivered in chunks with an appropriate level of instruction. The school takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of children through Wave 1 Teaching and Wave 2 and 3 interventions. Through the use of the SEND continuum, learning is holistic for the child and progress is made during tightly focused interventions and then transferred back into the classroom.

How is the curriculum and learning environment matched to children's needs?

Teachers plan their lessons to meet the needs of all the children in their class. This will mean that work for children with SEND is scaffolded and differentiated in order for them to achieve success with an appropriate level of challenge.

Classroom environments reflect current learning and teacher modelling is displayed on working walls providing a direct reference children during lessons.

Classrooms are free from clutter which reduces cognitive overload and resources are clearly organized to maximize learning time.

At the time of Statutory Assessments (SATs), school can arrange and apply for various arrangements to be put in place for children with additional needs – this can be the use of a scribe, use of a reader, enlarged texts, additional time etc.

External support services may recommend the use of particular pieces of equipment – the use of these is managed carefully and sensitively.

The school operates a SEND friendly environment through the use of accessible workstations, visuals and other practical resources to ensure children with SEND are fully included and equipped to make progress.

All activities and educational visits are available to all pupils with risk assessments carried out and procedures put in place to enable all pupils to participate.

There is an accessible bathroom available and entrances to the school are accessible by ramps. Our Accessibility plan is available on the school website.

What additional support is available for children with SEND?

The school provides various interventions/support that meet the individual needs of the children. Examples of these are:

Phonics catch up sessions

Kinetic Letters catch up- handwriting & letter formation

Speech and Language programmes

First Class at Number

Success at Arithmetic

Herts For Learning – reading fluency & comprehension

Get Moving

Social skills group – Lego Therapy

Anxiety Management Sessions

Working Memory

Additional equipment such as IT equipment, tinted page exercise books/overlays, writing slopes, sensory supports may be provided. Children who may require higher levels of support have access to appropriately trained support staff.

What support is available for ensuring the emotional and social development of pupils with SEND?

All year groups receive 3D PSHE lessons every week which supports SEMH needs through Quality Wave 1 Teaching. A planned programme of assemblies supplements these lessons and promotes British Values.

The use of Conscious Discipline theory is being developed across the school and we are developing 'Safe Spaces' and Zones of Regulation within every classroom for children to access when they need to self-regulate and collect their thoughts. All classrooms have a Worry Box. This is an opportunity for children to express any worries or concerns that they have so they can be discussed and addressed. These boxes are checked regularly by the class teacher and always before the end of the day.

Those children with more complex needs are offered bespoke SEMH sessions where they are taught about emotions using visuals, games and Social Stories. Lego therapy is provided as required and children who find unstructured times difficult are provided with access to lunchtime clubs and activities. Access to counselling services is available through the local authority if needed.

The School Health Advisor also provides small group self-help sessions for children suffering with anxiety. There is a trained Mental Health First Aider available in school and another member of staff is currently being trained. The school carries out Pupil Well Being Surveys and uses the Well Being Ambassadors scheme, Worth It.

During break times, pupils with an EHCP are closely supervised by staff and any recommended strategies are facilitated. Where necessary, a risk assessment will be carried out and implemented to ensure safety outside of the classroom.

All incidents are recorded on CPOMS, this helps to build a picture of children and patterns of behaviour.

What specific expertise is available to children with SEND?

All staff delivering interventions are appropriately trained. We are also supported by experts from Dudley's SEND Support Services. They are:

- Dr Anjam Sultana – Educational Physiologist
- Alicia Simpson - Learning Support Service
- We can also access support from more specialist services as and when we need them, which are:
- Preventing Primary Exclusions Team
- Sycamore Behavioural Support Service
- Autism Outreach Service
- Sensory Support Service (Hearing & Visual Impairment)

- Specialist Early Years Support
- School Health Advisor
- For Speech and Language, Occupational Therapy, Physiotherapy and CAMHS, we are able to access support from a team of experts, who are deployed to work with our school staff, once a referral has been made to the service by parents/Health Services.

What specialist equipment and facilities are there for children with SEND?

We have begun to provide a personalised resource pack for children with SEND to use in the classroom. This pack contains equipment and resources to support and enhance their learning experience, e.g. a reading card, speed sounds mat, letter and number strips. Additional SEND resources are also available in the SEND base, which is currently being developed, for more bespoke/individual needs (e.g. coloured overlays, pencil grips, foot supports) and a range of resources and books to support staff members. iPads and Chromebooks are also available if needed. An accessible toilet/bathroom is available as needed.

What arrangements are there for consulting and involving parents of children with SEND?

Parents are actively encouraged to be partners in their child's education through; informal discussions, telephone contact, home school diaries, provision map discussions, termly consultation meetings and twice yearly written reports. Parents are invited to contribute to targets and discuss provision at the start of the term with their child and class teacher. They are also invited to review these targets at the end of the term. The school also operates an open-door policy at all times with a non-class-based SENDCo available for discussions two mornings a week.

What are the arrangements for consulting children with SEND about, and involving them in, their education?

All children, regardless of SEND, are aware of their next steps. SEND children and their parents are aware of their personalised targets and meet termly with their class teacher to discuss provision and progress. Children who have additional needs all have targets which are shared, discussed and worked upon with those members of staff who are providing their additional support. These are reviewed formally at the end of each term although they are under constant review by staff who will make changes if they feel change would bring about more effective rates of progress. Children with an EHCP are invited to the Annual Review and their views recorded.

Pupil conferencing carried out by the SENDCo enables children with SEND to share their views and the School Council is inclusive of all pupils.

What are the arrangements for parents of children with SEND who may wish to complain about the provision?

Parents who wish to complain are strongly encouraged to initially speak to their Class Teacher and then the SENDCo. If they are still not satisfied, they can speak to the Headteacher regarding their complaint. If the issue can't be resolved at this level or the complaint is regarding the Headteacher, the parent would be directed to the school's Chair of Governors and/or the school complaints procedure.

How does the school/governing body involve health, social services, LA Support Services, and others in meeting the needs of children with SEND and supporting their families?

In order to meet the individual needs of a child, the school will work with and seek advice from an Educational Psychologist, Sycamore Behavioural Support, Speech and Language Therapist or health colleagues to support the child's academic and social progress. The Headteacher and the SENDCo have an annual Service Level Agreement meetings at the start of the year and an interim review meeting at the half year point to discuss the involvement and allocation of any outside agencies.

There is a named SEND governor who will ask questions about the processes and practices being implemented and the impact they are having.

What are the contact details of support services for the parents of children with SEND?

Educational Psychology Service 01384 814359

Learning Support Service 01384 813733 / 812093

Speech & Language 01384 324 675

Occupational Therapy 01384 366912 or 01384 361369

Physiotherapy 01384 361243

CAMHS 01384 324 689

Dudley SEND Assessment Team 01384 814360

Dudley SEND Information and Advice Support Service (Previously Parent Partnership Service) 07824 543233, 07900 161363 or 07929 777744.

What are the school's arrangements for supporting children with SEND in transferring between phases of education?

- ❖ Consultation with parents or carers in how we can best meet the emotional needs of the child;
- ❖ Consultation with teaching staff, support staff and other lead professionals as to how we can best support the academic, medical and social needs of the child;
- ❖ Opportunities for the child and parent to have supported visits to the new school or classroom
- ❖ Transition booklets with information and photographs of new classroom/staff
- ❖ The school's SENDCo always passes on SEND information to new schools and in the case of the Year 7 transition, formal meeting are arranged between the SENDCo, the Year 6 teacher and the new school.

Where is the Local Authorities Local Offer published?

This, and all other SEND information, can be found on the school website: <https://theridge.sch.life/Page/Category/special-educational-needs-and-disability-send->

The Dudley Local Offer can also be found at <https://www.dudley.gov.uk/residents/dudleys-local-offer/>