



Ridgeway Academy

Annual SEND Report 2023-24

Review July 2024 for 2024-25

Introduction

Ridgeway Academy aims to embrace the needs of all students and has a whole-school approach to Special Educational Needs and Disabilities (SEND). We provide effective opportunities for all students by responding to students' diverse and often complex learning needs, setting suitable learning challenges and overcoming barriers to learning.

Ridgeway Academy is an inclusive school that believes strongly that all students, regardless of ability, background or ethnicity, have the right to participate in and enjoy all aspects of school life, and have the opportunity to achieve their full potential.

Under normal circumstances, if you require additional information, we would encourage you to visit the school on our annual open evening or morning tours. There is information on our website and you can liaise with our co-Co-SENDCOs: Faye Mills (Key Stage 3) and Jill Kitchener (Key Stages 4 and 5), who can be contacted here admin@ridgeway.herts.sch.uk.

We are maintaining very close links with our feeder primary schools in order to ensure that important SEND information on young people is shared appropriately. We also work closely with our specialist advisors at County and our professional partners in the NHS to ensure that support and provision is provided as seamlessly as possible.

Key Questions:

1. How does Ridgeway Academy know if a student needs extra help and what should I do if I think my child may have special educational needs?

- We have robust transition planning and work closely with our local primary school to support SEND students in Year 6 to plan their transition to Ridgeway Academy.
- We use effective baseline assessment tests and monitor student progress in order to identify those who are making slower progress than their peers.
- School staff who have concerns about a student can refer him or her to the Learning Support Department/Co-SENDCOs.
- Parents who have concerns about their child's progress can discuss this with their child's class teacher/form tutor or relevant subject teacher, but if the difficulties persist, can contact the Co-SENDCOs for advice.
- Students can also speak to any member of staff if they have concerns.
- Ridgeway Academy also recognises that not all needs necessarily fall exclusively under SEND and as such we work closely with the pastoral teams/class teachers in supporting students.

2. How will school staff support my child?

- The best support for all students, including those with special educational needs, is high quality classroom teaching. We place great emphasis on ensuring that the quality of teaching delivered meets the needs of all our students. The Co-SENDCOs ensure that Individual Learning Plans are available for students that require extra support so that staff are fully informed to meet students' needs.
- We know that some young people require additional support and this is provided in the classroom or through additional interventions that are accessed according to student needs.

3. How will I know how my child is doing?

- Parents are invited to an Annual Parent Consultation meeting to discuss their child's progress with subject teachers, SEND staff and form tutors.
- Those students with advice and reports from external agencies have an Individual Learning Plan (ILP) which is agreed by the student and parents, then shared with staff. These are reviewed at least bi-annually.
- Parents of students with an Education, Health and Care plan are invited to an additional annual review meeting with the Learning Support Department/Co-SENDCOs.
- Robust rewards and celebration system to congratulate and celebrate students for noteworthy contributions and success
- Parents can contact the Learning Support Department/Co-SENDCOs to discuss specific issues or areas of concern via email or telephone. The Co-SENDCOs runs a monthly drop-in clinic 3.30-4.30pm on the first Friday of the month during term time.
- Parents are able to access their child's behaviour record and assessment outcomes electronically.
- Where SEND students are on an attendance plan 2 weekly reviews occur to monitor progress and set targets.

4. How will the learning and development provision be matched to my child's needs?

- Ridgeway Academy uses teacher assessment as well as the results of any specific screening or baseline testing in order to match provision to needs.
- All staff have specific guidance and key information for SEND students
- The Co-SENDCOs and Learning Support Team advise teaching and other relevant staff with regard to individual student's specific needs. ILPs are shared with all staff and stored on a student's electronic file.
- Advice from external professionals can be sought and used to implement specific strategies or to access particular resources or equipment.
- The SEND staff are involved in Screening for Access Arrangements for all formal exams from Year 9 onwards. The Access Arrangements are shared with staff so that the strategies become the normal way of working for students.
- There is some setting by ability in Core subjects enabling the teaching and support to be highly focussed, facilitating accelerated progress.
- Support is in place for those students who need individual tuition e.g Precision teaching for spelling, maths and Phonics.
- Small group tuition is also used by the SEND team and subject leader, e.g. Rapid Plus Reading programme and EAL intervention.

5. What support will there be for my child's overall wellbeing?

- Careful transition planning at all stages of the school journey
- Planned Pre-visits for vulnerable students
- Nurture groups, buddy/peer support and Lunchtime/break time club in The Haven
- The Nurture room, the Haven is available for identified students needing respite or reintegrating back into school

- Access to trained counsellors support programme from LINKS Academy Outreach Team
- Increased parental contact
- Liaison with identified key member of staff
- Hertfordshire's Educational Support for Medical Absence (ESMA)
- Hertfordshire's Nessie programme to provide Art therapy.
- AAT Attendance Lead, School Attendance Officer, Safeguarding Lead and the Co-SENDCOs work together to provide support for Attendance issues and wellbeing

6. What specialist services and expertise are available at or accessed by the school?

- Speech and Language Therapy
- Social Communication Disorders Team
- LINKS Academy Outreach Team
- Young people and Adolescent Mental Health Team
- Youth Connexions
- Herts SEND Team
- VI, HI and PNI Teams
- Families First Assessment
- Virtual Schools
- NHS Health Teams where appropriate
- Social Care where appropriate
- ESMA for reintegration
- Nessie for Art therapy
- Acorn Digital Learning

7. What training have the staff, supporting young people and young people with SEND, had or are having?

- All staff received annual training and updates of key SEND students
- All staff have received specific training in areas of SEND in relation to the needs of individual or core groups of SEND students
- The Learning Support team/Co-SENDCOs work closely with external professionals to implement their advice for specific SEND students. This is disseminated to all staff through ILPs and class profiles so that staff are aware of the strategies for individual students and their targets.

8. How will you help me to support my child's learning and how will I be involved in discussions about, and the planning for my child's education?

- Parents are informed of specialist interventions and support programmes.
- Home-School agreement.
- Google classroom for Homework online service.
- Homework Club after school. (Homework club supported by two TAs from 3.10-4.10pm, daily)
- The annual SEND report and the sharing of information over a range of platforms
- Co-SENDCOs are available to contact during term time

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

Ridgeway Academy is committed to including students with SEND in activities outside of the classroom, including school trips and extracurricular activities, and will make all reasonable adjustments to do so.

10. How accessible is the school environment?

Ridgeway Academy has a well-established site that has been developed over many years, meaning some of our buildings are quite old, however we are in regular consultation with the relevant expert bodies, with the aim of making as much of the school accessible to those with disabilities. Despite this some challenges, due to the building designs and site layout, do remain. We recommend that parents visit our site at the annual open evening to make their own assessment of suitability, and contact us to discuss any specific requirements.

Recent adjustments to increase the levels of accessibility across the school site include: -

- Good acoustics across the site
- Wide paths and stairs around the campus
- Well-lit learning spaces and corridors
- Clear signage around the campus

Ridgeway Academy continues to plan for increased accessibility of provision for all students, staff and visitors to the school. Our main priorities are improving and increasing the extent to which disabled students can take advantage of education, associated services and all facilities within the school. Occupational Health visits the site to advise parents and the Co-SENDCOs on suitable access for students with disabilities.

11. Who can I contact for further information?

- If you require additional information, we would encourage you to visit the school on our annual open evening or morning tours. Our Co-SENDCOs, contacted via: admin@ridgeway.herts.sch.uk. (FAO: Faye Mills (KS3) or Jill Kitchener (KS4 and 5))

12. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

- Ridgeway Academy offers a full transition programme to support students transferring from Year 6 to Year 7.
- A robust framework is in place for supporting students and parents in transferring from KS2 to KS3, KS3 to KS4 and KS4 to KS5.
- Liaison with local colleges and places of Higher and Further Education/local secondary schools/local primary schools for students who have Education Health Care Plans
- Sharing of Access (Exam) Arrangements information
- Links with YC Hertfordshire, the Hertfordshire Careers Service, who are involved with supporting students in their transition to Further Education.

13. How are the school's resources allocated and matched to young people's special educational needs?

- Money is allocated for young people in Hertfordshire mainstream schools, including those with SEND, through the school budget.
- Support is planned according to student need, taking account of any provision requirements outlined in Education, Health & Care plans.
- We use our resources in a range of ways, such as providing 1:1 spelling/Maths interventions, Reading programme, Precision teaching for spellings, Social skills group, Laptops, reading pens, and visual resources for students working significantly below age-related expectations.
- For students with significant and complex needs, the school can apply for Exceptional Needs Funding in accordance with Hertfordshire's published eligibility criteria.

14. How is the decision made about how much support my child will receive?

- This is dependent on provision outlined in Education, Health & Care plans or personal education plans for Looked after Children.
- It is also related to prior attainment and rates of progress.
- Requests from teaching and support staff for support in curriculum areas.
- Teaching Assistant support and Interventions are prioritised for students who require more than high quality classroom teaching.

15. How can I find information about the local authority's Local Offer of services and provision for young people with special educational needs and disability?

The Local Authority's Local Offer that outlines support and services for SEND available within Hertfordshire is available here: www.hertfordshire.gov.uk/localoffer

- [Services for parents, carers and families \(hertfordshire.gov.uk\)](http://www.hertfordshire.gov.uk) From this page you can find all the different types of support that parents and carers of children and young people with SEND might be able to access, including information on support groups, mental health, parenting courses and how to access services such as SENDIASS.
- [Getting help at school from your SENCO \(hertfordshire.gov.uk\)](http://www.hertfordshire.gov.uk) This page explains what the role of a SENCO is, and how parents, carers, and SENCOs can work together to achieve the best results for a pupil.
- [If your child is too anxious to go to school \(hertfordshire.gov.uk\)](http://www.hertfordshire.gov.uk) This page is designed to help parents and carers whose children's attendance is low due to anxiety, and has advice on how to support them and where to go for help.
- [Contact a SEND service \(hertfordshire.gov.uk\)](http://www.hertfordshire.gov.uk) This page has contact details of the different SEND services, including details of Advice Line for Educational Psychologists, the Speech Language Communication and Autism team, the Specific Learning Disabilities team and others.

- [New to SEND \(hertfordshire.gov.uk\)](http://hertfordshire.gov.uk) This page has information and advice for those whose children have just been diagnosed with SEND, or have suspected SEND.

Interventions

The following range of provision and support may be offered after consideration of an individual student's SEND needs, taking account of prior attainment data, the views of external professionals, their teachers, their parents and the student themselves.

Intervention
<p>Social Skills programmes/support, including strategies to enhance self-esteem</p> <ul style="list-style-type: none"> ● Rewards ● Roll of Honour recognises achievements of all students ● Self-esteem groups run by SEND department ● School Counsellor ● Mentor
<p>Access to a supportive environment – ICT facilities/equipment/resources (Inc. preparation)</p> <ul style="list-style-type: none"> ● Supportive transition process, extensive communication with primary schools ● Prompt cards and colour coded timetables to support student organisation ● WP/ICT available to be borrowed according to need/Use of own laptop in school ● Specialist equipment to access the curriculum supported by the specialist teachers from the VI, HI, PNI teams ● Access to The Haven, our nurture provision
<p>Strategies/programmes to support speech and language</p> <ul style="list-style-type: none"> ● Interventions from a speech and language therapist supported by (TA) ● Pre- teaching of strategies and vocabulary for individual students ● Precision teaching ● Reading intervention
<p>Mentoring activities</p> <ul style="list-style-type: none"> ● Mentors available to all year groups ● Specialist support available through Inclusion and Pupil Premium support
<p>Access to strategies/programmes to support Occupational Therapy/Physiotherapy Targeted:</p> <ul style="list-style-type: none"> ● Interventions from an Occupational or Physiotherapist delivered through specialist teachers from the relevant advisory service as required
<p>Strategies to reduce anxiety/promote emotional well-being (including communication with parents)</p> <ul style="list-style-type: none"> ● Planned programme of support from a learning mentor/ Tutor/ Head of Year ● Robust Rewards and Character Programme ● Planned programme of support from LINKS Outreach worker ● Modified Curriculum ● 'Skip the Queue' cards ● Haven cards

<ul style="list-style-type: none"> ● Groups to support emotional well-being and external support from LINKS staff ● Families First Assessment ● Virtual Schools ● School Counsellor ● Respite in The Haven ● Social Skills group
<p>Strategies to support literacy development and reading</p> <ul style="list-style-type: none"> ● Targeted short- term small group interventions for student with attainment levels below expectation
<p>Strategies to support numeracy development</p> <p>Generic:</p> <ul style="list-style-type: none"> ● Targeted short- term small group interventions for students whose attainment levels are below expectation ● Access to concrete/multisensory materials in lessons to embed concepts ● Provision of Maths software to support learning ● Maths booster classes to support learning
<p>Strategies to support modify behaviour</p> <ul style="list-style-type: none"> ● Use of the school behaviour policy (available on the school website) ● Support from learning mentor/ Form Tutor / Head of Year and the Behaviour team ● Pastoral support plans ● Support from LINKS Outreach staff ● Social skills group – according to need/information received by Advisory Team
<p>Provision to facilitate/support access to the curriculum</p> <ul style="list-style-type: none"> ● Teachers provide adapted materials to support students with additional needs, barriers to learning are identified on provision maps and Individual Learning Plans (ILPs) and class profiles ● Staff Training – Co-Co-SENDCOss providing resources to departmental SEND link and leads/facilitates training to teaching staff. ● Interventions are available to enable students to overcome their barriers to learning (note taking, handwriting, speed reading and memory) ● Common Assessment Frameworks (CAF) ● Screening for Access Arrangements for all formal exams from Year 9 onwards ● Access to specialist equipment (e.g.: Chromebooks) according to need ● Targeted in class support in subjects
<p>Strategies/support to develop independent learning</p> <ul style="list-style-type: none"> ● Access to personal Chromebooks. ● Lessons & resources shared on google classroom. ● Use of visual timetables and checklists ● Differentiated curriculum ● Personalised targets for students ● Access to a broad and balanced curriculum ● Targeted short- term small group interventions for students with Reading and Spelling levels below expectation ● Summary sheets, Literacy maps, visual resources and Knowledge organisers.
<p>Support/supervision at unstructured times of the day</p>

- TAs are available to provide support during unstructured time, throughout the day
- Teaching staff are on duty during unstructured time
- Lunchtime clubs
- Access to the Haven during break and lunchtimes

Planning and assessment

- SEN Code of Practice 2014
- Regular review of targets with students and parents – Academic Review Day, Annual Parent Consultation, plus SEND consultation meetings.
- HoYs' Meetings
- Meetings with key staff
- Screening for Access Arrangements for all formal exams from Year 9 onwards
- Individual student targets
- Education, Health and Care (EHC) plans where appropriate
- Assessments by external agencies, disseminated to staff

Liaison/communication with professionals/parents, attendance at meetings and preparation of reports

- Liaison with a wide range of professionals
- Telephone/e-mail contact with parents
- Pastoral Review Day, Parent Teacher Consultation Evening and SEND consultation days
- My Child at School
- Regular progress meeting with parents
- Co-SENDCOs Liaising with Occupational Health, SEND officers, Education Psychologists, Specialist teachers for the purpose of providing information for the Co-SENDCOs to share with parents and Ridgeway staff.

Access to medical interventions

- Strategies for the use of personal medication
- Access to First Aid trained staff on site
- Individual protocols for young people with significant medical needs and allergies
- Individual support plans for students with short term medical needs
- Individual risk assessments
- Liaison and collaboration with ESMA teachers for students with less than 50% attendance due to medical needs
- CAFs/TAFs
- Access to specialist advice as required
- Implementation of Care plans for those with medical needs