

# Special educational needs (SEN) policy and information report

North Ridge High School



## Equalities statement

Under the public sector equality duty, all schools/academies must have due regard to the need to eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010; to advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it and to foster good relations across all protected characteristics. This means schools/academies must take into account equality considerations when policies are being developed, adopted and implemented.

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## Contents

Contents .....	2
1. Aims .....	3
2. Vision and values .....	3
3. Legislation and guidance .....	3
4. Inclusion and equal opportunities .....	4
5. Definitions .....	4
6. Roles and responsibilities .....	6
7. SEN information report .....	8
8. Our approach to teaching pupils with SEND .....	9
9. Expertise and training of staff .....	10
10. Links with external professional agencies .....	10
11. Admission and accessibility arrangements .....	10
12. Complaints about SEND provision .....	11
13. Monitoring and evaluation arrangements .....	11
Links with other policies and documents .....	11
SEN Information Report .....	13
What types of SEN does the school provide for? .....	13
Which staff will support my child, and what training have they had? .....	14
How will the school measure my child's progress? .....	15
How will I be involved in decisions made about my child's education? .....	16
How will my child be involved in decisions made about their education? .....	16
How will the school adapt its teaching for my child? .....	17
How will the school evaluate the effectiveness of SEN (Special Educational Needs) provision? .....	19
How is the school curriculum and learning environment adapted to meet my child's needs? .....	19
How will school resources be secured for my child? .....	21
How will the school make sure my child is included in all school activities? .....	21
How does the school make sure the admissions process is fair for pupils with SEN or a disability? .....	21
How does the school support pupils with disabilities? .....	21
How will the school support my child's mental health and emotional and social development? .....	21
What support will be available for my child as they transition between classes or settings, or in preparing for adulthood? .....	21
What support is in place for looked-after and previously looked-after children with SEN? .....	22
What should I do if I have a complaint about my child's SEN support? .....	23
What support is available for me and my family? .....	23
The local authority local offer .....	23
Glossary .....	24

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## 1. Aims

The aim of this SEN policy and SEN information report is:

Make sure our school fully implements national legislation and guidance regarding pupils with SEND

- Set out how our school will:
  - Support and make provision for pupils with special educational needs and disabilities
  - Provide pupils with SEND access to all aspects of school life as much as possible
  - Help pupils with SEND fulfil their aspirations and achieve their best
  - Help pupils with SEND become confident individuals living fulfilling lives
  - Help pupils with SEND make a successful transition into adulthood
  - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing education for pupils with SEN.
- Make sure the SEND policy is understood and implemented consistently by all staff

This policy is published on our website here: [NRHS SEN Policy & Info Report](#)

Parents/carers can also ask a member of staff to provide a paper copy or send a copy.

## 2. Vision and values

At North Ridge, we aim to:

- Provide opportunities for all pupils to learn and achieve;
- Provide all pupils with access to a broad and balanced curriculum,
- Encourage pupils to enjoy the social interaction of coming to school;
- Promote an atmosphere and ethos that encourages pupils' spiritual, moral, social, physical and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life;
- Provide opportunities for pupils to access the local community and facilities;
- Encourage the pupils to be responsible and caring members of the wider community;
- Promote self-esteem by recognising and celebrating the achievement of individual pupils;
- Promote the ability to respect other people's points of view regardless of race, gender, religion, sexuality or ability;
- Promote, where appropriate, the inclusion of pupils within and outside school, ensuring that such inclusion is in accord with parental wishes and is of benefit to the pupil;
- Promote and encourage the involvement of parents and carers in all aspects of school life by welcoming them into school and helping them add to the positive and friendly atmosphere of the school;
- Provide the community with opportunities to value our pupils as individuals and recognise their contribution to society;
- Work with a multidisciplinary team to meet the individual needs of each pupil;
- Make sure all our pupils have the chance to thrive and support them to meet their full potential.

## 3. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities

The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND

The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.

## 4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils are included in all aspects of school life as much as possible.

## 5. Definitions

### 5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

**Special educational provision** is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### 5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

### 5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>

AREA OF NEED	
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## 6. Roles and responsibilities

### 6.1 The SENCO

The SENCO at our school is Mrs. Jenni Cryer, Head Teacher. She has many years' experience as a SENCO in mainstream schools and leading/teaching in special schools. She is a qualified teacher. She achieved the National Award in Special Educational Needs Co-ordination in March 2012.

You can contact her by emailing [admin@northridge.manchester.sch.uk](mailto:admin@northridge.manchester.sch.uk) or calling the school on 0161 553 0200.

It is the responsibility of the Head Teacher to co-ordinate the day to day provision within North Ridge School. It is the responsibility of the teachers to co-ordinate the work, individual educational and behaviour programmes for the pupils they teach. Special Educational Needs are the responsibility of all members of staff at North Ridge.

The Head Teacher will:

- Liaise with the SEN governor to determine the strategic development of the SEND policy and provision in the school
- Be the point of contact for external agencies, especially the local authority and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date
- Ensure that key staff liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- Work with the staff development lead to monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy

## 6.2 The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND
- Make sure that all pupils from year 8 until year 13 are provided with independent careers advice

## 6.3 The SEND link Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the head teacher to determine the strategic development of the SEN policy and provision in the school

## 6.4 The headteacher

The head teacher/ Senco will:

- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

## 6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs
- The progress and development of every pupil in their class

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents' concerns and agree their aspirations for the pupil

## 6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Provided with an updated IEP which reviews the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

## 6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending/contributing to review meetings, e.g., through completing the Pupil Voice Booklet
- Giving feedback on the effectiveness of interventions

The pupils' views will be considered in making decisions that affect them, when possible.

## 7. SEN information report

The SEN information report is included in this policy (see page 13) and published on the school website. It sets out how this policy is implemented in the school.



The information report will be updated annually and as soon as possible after any changes to the information it contains.

## **8. Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Each pupil has an individual educational plan, which covers core areas of the curriculum as well as PS.H.C.E. Initially these targets have been determined from the baseline assessment and outcomes outlined in the pupils Education Health Care Plan. All IEPs (Individual Educational Plans) are reviewed and updated termly.

All pupils attending the school will have an Education Health Care Plan. These are reviewed annually. At the annual review the EHC plan is considered together with progress against individual outcomes. Parents and other professionals involved with the pupil/student are invited to attend the review, conducted in accordance with the guidance in The Code of Practice. The review is completed using a person centred approach. The 3 staff facilitating reviews are all trained in person centred planning. Longer-term outcomes are discussed and agreed at the annual review.

### **8.1 Assessing the needs of pupils with SEND**

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate and include literacy and numeracy testing. Targets will be set and regularly reviewed.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Widens the attainment gap between them and their peers

This may include progress in areas other than attainment, for example, wider development or social needs. Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement.

School will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

### **8.2 Consulting and involving pupils and parents**

The school will put the pupil and their parents at the heart of all decisions made about special educational provision. Parents and carers are invited to Parents Evening in the Autumn term to discuss their child's Individualised Education Plan (IEP). They will also be invited to contribute to reviewing the EHCP of their child at an annual review meeting. Pupils are supported to complete a pupil voice booklet to share their views and aspirations.

We will have an early discussion with the pupil and their parents when they start at North Ridge identifying what special educational provision is required. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns

- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

## **9. Expertise and training of staff**

Our staff are highly skilled and experienced in meeting the needs of pupils with SEND. Training is regularly provided to teaching and support staff. Staff are encouraged to undertake further training, and support is given to all staff to attend courses related to their areas of responsibility. The headteacher/SENCO works with the senior leadership team and staff development lead to identify any staff who have specific training needs, through staff review meetings and will incorporate this into the school's plan for continuous professional development. There is an annual programme of school-based training and meetings, linked to the priorities identified in the School Development Plan.

Where necessary, the school will employ the expertise of external providers to deliver training, e.g., Talk Consent, PROUD Trust.

## **10. Links with external professional agencies**

The school works collaboratively with a range of external professionals. Whenever necessary, the school will work with external agencies such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or pediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

## **11. Admission and accessibility arrangements**

### **11.1 Admission arrangements**

Manchester Local Authority's policy for determining admissions to maintained special schools is based upon matching the special educational needs of individual pupils to the particular range of needs provided for in each school. Special schools are broadly classified as providing for a particular type of special educational need. Since many pupils may show a combination of needs, the predominant identified need will normally be the determining factor in school placements.

North Ridge is one of 3 secondary specialist support schools for pupils with severe and complex learning difficulties in Manchester serving the North district of the authority. The Local Authority (LA) does have ultimate control over the pupils admitted to each special school.

Pupil placements follow a formal assessment of the pupils' special educational needs. This process usually results in the issue of an Education Health Care Plan, naming the school which offers the most appropriate

provision for the pupil concerned. From time to time pupils are admitted to a school for a short period of assessment.

Parents and Carers should contact the Local Authority to find out about admission and appeal arrangements.

[Secondary school children | School places for children with special educational needs | Manchester City Council](#)

## 11.2 Accessibility arrangements

Please see the school's accessibility policy and accessibility plan for details.

[NRHS Accessibility-Policy & Plan 23-24](#)

## 12. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher or school business director. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made in writing to the school in the first instance. They will be handled in line with the school's complaints policy. [NRHS Complaints Policy](#)

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area, see the Manchester Local Authority website:

[Disagreement Resolution and Mediation Services in Manchester | Help & Support Manchester](#)

## 13. Monitoring and evaluation arrangements

### 13.1 Evaluating the effectiveness of the policy

We will evaluate how effective our SEND provision is with regards to:

- Pupils' progress and attainment
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

### 13.2 Monitoring the policy

This policy and information report will be reviewed by the head teacher, Mrs Cryer, **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the Policy Committee.

## Links with other policies and documents

This policy links to the following documents:

- The local offer

- Accessibility plan
- Behaviour policy (includes anti-bullying)
- Suspensions and exclusions policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy

# SEN Information Report

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website here:

[NRHS SEN Policy](#)

You can ask a member of staff to make a copy/send you the policy.

**Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

## What types of SEN does the school provide for?

North Ridge is a mixed, day special secondary school providing education for pupils aged 11- 19 years with a range of learning disabilities and an EHC plan. The school caters for pupils with severe learning difficulties and complex needs.

The four areas of need as specified in a child's EHCP are:

AREA OF NEED	CONDITION
<b>Communication and interaction</b>	Autism spectrum disorder
	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Severe learning difficulties (SLD)
	Profound and multiple learning difficulties (PMLD)
<b>Social, emotional and mental health</b>	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment

## **Which staff will support my child, and what training have they had?**

### **Our special educational needs co-ordinator, or SENCO**

Our SENCO is our head teacher, Mrs Cryer. She has many years' experience as a SENCO in mainstream schools and working in specials schools. She is a qualified teacher. She achieved the National Award in Special Educational Needs Co-ordination in March 2012.

### **Class/subject teachers**

All our teachers receive in-house SEND training and are supported by the SENCO to meet the needs of pupils who have SEND. Each member of the teaching staff has a job description, which includes their role as a teacher, their role as a curriculum coordinator and as a SEN specialist working with pupils with learning disabilities. Teachers experienced in teaching pupils with ASD take responsibility for planning and teaching the curriculum for pupils with ASD. Teachers experienced in teaching pupils with PMLD (Profound and Multiple Learning Difficulties) take responsibility for planning and teaching the curriculum for pupils with PMLD.

### **Teaching assistants (TAs)**

All classes are supported by teaching assistants. The number in each class is planned according to the needs of the pupils in the class and the LA allocated funding for each pupil. Teaching assistants support with individual or small group learning, personal care, feeding, and hydrotherapy and in our sixth form with work-based activities.

We have a Level 4 teaching assistant who delivers interventions such as reading, language/ communication, mathematics, RSE, E safety and sensory processing (OT).

### **External agencies and experts**

The pupils at North Ridge benefit from the support services that work closely with the school. Visiting support staff from the Sensory Impairment Service assess pupils periodically. We work in close conjunction with the School Psychologist, Community Pediatrician, Community Nurse and Social Care. We commission Occupational therapy and an independent careers adviser. We provide counselling and art therapy to specific pupils based on need. We hold termly multi agency meetings with CAMHS, Early help, Disabled Children's team, school nurse and Community Pediatrician. We actively make referrals and support our families if they feel they need support. We run regular parent workshops.

### **School Nurse**

We have a nurse on site during school hours. The nurse is a full member of the school team, working closely with all staff to ensure child welfare in all circumstances. A consultant pediatrician and a pediatric consultant in audiology have monthly clinics in school. The orthoptist and dental team visit regularly.

### **Speech Therapy**

The Speech and Language Therapy Department provides a service for those pupils or students who require a programme to develop communication or eating and drinking skills. The need for such therapy may vary during the time a pupil attends North Ridge. Therapy may be provided individually or in a group setting. Input may be provided by a speech therapist or by school staff under their direction.

The school is allocated the equivalent of 1 day a week speech therapy. We have a TA 4 lead who provides support and interventions for pupils who have language and communication needs

### **Physiotherapy**

Physiotherapy at North Ridge may take place either in the class base or in other teaching areas. Pupils/ Students requiring physiotherapy are referred by their consultant or doctor. All referrals are individually assessed.

The physiotherapy team provides exercise programmes and advice. Either the physiotherapist or a member of the class team as appropriate may deliver these. This helps to extend the agreed care plan into daily management routines. Pupils requiring hydrotherapy can receive this on the school site if delivered by a physiotherapist.

### **Occupational Therapy**

We commission half a day a week of occupational therapy to support our pupils who have sensory processing needs. This enables us to identify the needs and plan for the best way to support pupils

### **Art Therapy**

Since the COVID 19 pandemic, we have commissioned the support of an art therapist for 1 day a week to support pupils' wellbeing. This is allocated to pupils who have experienced trauma.

Whenever necessary we will work with other external support services to meet the needs of our pupils and to support their families. These include:

- Educational psychologists
- GPs or paediatricians
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

## **How will the school measure my child's progress?**

Pupils' progress is measured against the outcomes within their Education Health Care plan. We use B Squared small steps and Autism progress and have developed a small step assessment tool through Onwards and Upwards to measure the small steps of progress made by our students in areas of the curriculum not covered by B Squared.

Each pupil has an individual educational plan (IEP), which covers core curriculum areas and PS.H.C.E. Initially, these targets are determined from the baseline assessment and outcomes outlined in the pupil's Education Health Care Plan. All IEPs are reviewed and updated termly.

A baseline assessment is completed on entry to the school including literacy and numeracy testing, targets set and reviewed regularly.

All pupils attending the school will have an Education Health Care Plan. Parents and other professionals involved with the pupil/student are invited to attend the review, conducted in accordance with the guidance in The Code of Practice. At the annual review, the EHC plan is considered together with progress against individual outcomes. Parents and other professionals involved with the pupil/student are invited to attend the review, conducted in accordance with the guidance in The Code of Practice. The review is completed using a person centred approach. The 3 staff facilitating reviews are all trained in person centred planning. Longer-term outcomes are discussed and agreed at the annual review.

Annual reports are issued in the second half of the summer term. These fulfil the statutory reporting requirements. Parents are invited into school to review the work of their child and discuss issues with staff at the biannual parents' evenings.

## **How will I be involved in decisions made about my child's education?**

We will have an early discussion with the pupil and their parents when they start at North Ridge identifying what special educational provision is required. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will provide annual reports on your child's progress. Your child's IEP will be reviewed and shared with you on a termly basis. The IEP will:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Detail the support we will put in place to help your child make that progress

Identify what we will do, what we will ask you to do, and what we will ask your child to do

You will also be invited to contribute to an annual review of your child's EHC plan.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you can request a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher by ringing the school on 0161 553 0200 or emailing [admin@northridge.manchester.sch.uk](mailto:admin@northridge.manchester.sch.uk).

## **How will my child be involved in decisions made about their education?**

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes (if appropriate)
- Prepare a pupil voice booklet to contribute their views to their annual review
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey



## How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils can access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils in small groups and on a 1-to-1 basis throughout the day.

We may also provide interventions for the following:

- Reading
- Language/communication
- Mathematics
- RSE
- E safety
- Sensory processing (OT)

North Ridge caters for pupils with severe learning difficulties as their primary need but pupils may also have secondary needs in the following areas of need:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
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<b>Communication and interaction</b>	Autism spectrum disorder	<p>Visual timetables</p> <p>Social stories</p> <p>Schedules</p> <p>Now and next boards</p> <p>Workstations</p> <p>TEACCH</p> <p>PECS</p> <p>Sensory integration opportunities</p> <p>Distraction free environment</p> <p>Structured learning environment</p>
	Speech and language difficulties	<p>Speech and language therapy recommended strategies</p> <p>Sign supported English</p>
<b>Cognition and learning</b>	Profound and multiple learning difficulties	<p>Structured learning</p> <p>Small step learning and reinforcement of learning</p> <p>high level of support to meet all personal care needs</p> <p>stimulating experiential learning opportunities</p> <p>multisensory environment</p> <p>Focus on developing communication through alternative means (AAC?)</p> <p>Multi agency working</p>
	Severe learning difficulties	<p>Structured learning</p> <p>Small step learning and reinforcement of learning</p> <p>high level of support to meet all personal care needs</p> <p>stimulating experiential learning opportunities</p> <p>multisensory environment</p> <p>Multiagency working</p>
	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	<p>Writing slopes, additional time, scribing, access to IT, concrete resources, additional support through interventions as required</p>
<b>Social, emotional and</b>	ADHD, ADD	<p>Quiet workstation</p>

<b>mental health</b>	Adverse childhood experiences and/or mental health issues	Nurture groups
<b>Sensory and/or physical</b>	Hearing impairment	Work with the HI service
	Visual impairment	Limiting classroom displays, working with the VI (Vision Impairment) service
	Multi-sensory impairment	Working with all relevant agencies and providing multisensory experiences
	Physical impairment	Working with OT services and physiotherapists

## How will the school evaluate the effectiveness of SEN (Special Educational Needs) provision?

The evaluation of work at North Ridge is the responsibility of Governors, Head Teacher, Deputy Head Teachers, Heads of Department and Curriculum Co-coordinators. We are constantly looking for methods of self-evaluation. The following systems are in place:

- School Development Plan- involving all staff and Governors
- Annual consultation process with pupils and parents (Big Tea Party)
- Governors are linked to areas of the school – There is a policy for visits to the school.
- Head Teacher’s report to the Governing Body meetings
- Staff appraisal
- Staff reviews
- Monitoring of teachers’ planning
- Classroom observations
- Holding annual reviews and reviewing progress towards outcomes
- Monitoring of IEP’s
- Scrutiny of pupils’ work and Records of Achievement
- External Accreditation for pupils
- Pupil Target setting
- The school has achieved Healthy Schools’ award, Cultural Diversity Quality mark, Rights Respecting Schools award, and autism accreditation.

## How is the school curriculum and learning environment adapted to meet my child’s needs?

Resources within North Ridge are allocated to curriculum areas and departments. Priorities are identified annually within the School Improvement Plan. The needs of the pupils are considered both individually and as groups when allocating resources and staffing. This is reviewed annually.

**North Ridge has a number of specialist rooms timetabled for use by each class in the school:**

1. North Ridge has fully equipped multi-sensory rooms, fitted with a range of equipment. The rooms also provide an area where quiet relaxation and aromatherapy can take place.

2. We have a total immersive room that can be used for sensory work or to support the curriculum of all learners through technology that enables the interaction of learners virtually
3. There is a soft play room.
4. There is a library that has a variety of age-appropriate fiction and non-fiction materials of interest to the pupils.
5. There are well-equipped Food Technology rooms. They are fully equipped with the usual appliances found in a kitchen at home. Additionally, there is a well-equipped kitchen near the school hall used to run a community café.
6. The school has well – equipped art and design technology rooms.
7. There is a fully equipped science room designed for access by all the pupils.
8. There is a well- resourced ICT suite available to teach a class ICT with several computers linked to the network. Full use is made of mobile technology such as tablet to promote learning through ICT within all lessons
9. There is a large hall used for physical education, dance and drama lessons. It is fitted with a full lighting and sound system. There are shower/ changing rooms fully accessible for wheelchair users.
10. There is a well- equipped gym with exercise equipment to promote healthy living for all pupils.
11. There is a well- equipped music room and radio station.
12. There is a hydrotherapy pool and multisensory equipment. This is also used by the local community.
13. There is a sixth form class base at North Manchester General Hospital where students are based full time for their learning and opportunities for work-based placements on a daily basis.
14. There is a café and charity shop based in the local community (Abraham Moss) to provide learning and acquisition of employability skills within a real workplace for pupils at sixth form.
15. There is a separate sixth form building, the Hub, located at the Abraham Moss Centre for sixth form aged students- it includes classrooms, a catering kitchen, a food technology room and outdoor facilities.
16. The school also works with North Manchester General Hospital to provide pre-supported internships for pupils this is appropriate for.

## **How will school resources be secured for my child?**

We allocate our budget to meet the needs of all our learners in school. We have a budget for specialist equipment and any pupil requiring specialist equipment will be assessed and the equipment purchased - e.g., seating, positioning, communication aids, and sensory equipment.

## **How will the school make sure my child is included in all school activities?**

All our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential Duke of Edinburgh Award trip in Key Stage 4.

All pupils are encouraged to take part in sports day, special assemblies, Christmas fair, school disco, super learning days and any other extracurricular events.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included as long as this is in the best interests of the child.

## **How does the school make sure the admissions process is fair for pupils with SEN or a disability?**

All pupils at North Ridge have SEND and an EHCP (Education, Health and Care Plan). Admissions to North Ridge go through Manchester Council's admissions team. You can find more information here:

[School admissions | Manchester City Council](#)

## **How does the school support pupils with disabilities?**

Our school is fully accessible and pupils with disabilities are included all school activities. Please see our accessibility plan for more information. It is on our website [here](#).

## **How will the school support my child's mental health and emotional and social development?**

We provide support for pupils to progress in their emotional and social development in the following ways:

- school council
- PSHCE lessons
- Ask it sessions
- Art therapy (for identified pupils)
- Lunch clubs to promote teamwork/building friendships
- Daily check ins

We take bullying very seriously at North Ridge. Please see our behaviour policy for more information. It can be found on our website here ([behaviour policy](#)).

## **What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?**

## **Between years**

Careful preparation is made for pupils/ students moving to a new class at the beginning of the autumn term, with liaison taking place between relevant staff towards the end of the preceding summer term.

## **Between schools**

When your child is moving on from our school, we will share information with the school, college, or other setting the pupil is moving to, in order to ensure a smooth transition. We will agree with parents and pupils which information will be shared as part of this, unless it is a safeguarding concern when we have a duty of care to share the information.

## **Between phases-**

The transition lead/SENCO of the primary school meets with our transition lead to discuss the needs of the incoming pupils as early as possible.

We arrange transition visits so that pupils can familiarise themselves with the new school environment before they start.

We arrange meetings with the parents/carers of incoming pupils to discuss how we can best welcome their child into our community. We also welcome parents to visit the school, hold early/interim EHCP reviews and have a parents evening in the autumn term to discuss how your child is settling in.

For transition within school from KS3 to KS4, or KS4 to the Hub, transition visits are arranged in the summer term, so that pupils can familiarise themselves with the new classrooms and meet new staff. Key staff are identified (TA or teacher) where possible for pupils who need continuity. We also support college visits and provide key information to new placements.

## **Onto adulthood**

We provide all our pupils with appropriate advice on paths into work or further education, or, where this is not appropriate, multiagency planning for a 'good week'.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

Our senior leaders and careers adviser work with students and their families to identify the best option post 16 or post 19. Our students are supported with visits to colleges or placements. We pass on all relevant plans and supporting documents and maintain support and contact even after they have left North Ridge.

## **What support is in place for looked-after and previously looked-after children with SEN?**

Mrs Flanagan and Mrs Collinge will work with Mrs Cryer, our SENCO (Special educational needs coordinator), to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any EHC plans are consistent and complement one another.

## What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made in writing to the school in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupils themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

Admission

Exclusion

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

[Disagreement Resolution and Mediation Services in Manchester | Help & Support Manchester](#)

## What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family. Support for families can be provided by the team in school. We will also support with referrals to voluntary services such as Talbot House. We will also support with referrals to Early Help and CAMHS.

### The local authority local offer

To see what support is available to you locally, have a look at Manchester's local offer. Manchester publishes information about the local offer on their website:

[Manchester's Local Offer](#)

Our contribution to the local offer can be found here:

[North Ridge Local Offer](#)

Our local special educational needs and disabilities information advice and support service (SENDIASS) organisations is:

[Manchester SENDIASS](#)

Local charities that offer information and support to families of children with SEND are:

[African Caribbean Care Group - Home - ACCG Manchester](#)

[AFRUCA Safeguarding Children](#)

[Alex foundation](#)

[Dimobi Trust](#)

[Manchester Deaf Centre](#)

[South Manchester Down's Syndrome Support Group \(dsmanchester.org.uk\)](http://dsmanchester.org.uk)

[Support for Carers of People with Learning Needs and Disabilities – Lifted Carers' Centre \(liftedcarerscentre.org.uk\)](http://liftedcarerscentre.org.uk)

[Manchester Parent Carer Forum – For Parents and Carers of Children and Young People with Special Educational Needs and Disabilities \(SEND\) Aged 0-25 in Manchester](#)

[THRIVE - Supporting Older Carers | Talbot House \(talbot-house.org.uk\)](http://talbot-house.org.uk)

National charities that offer information and support to families of children with SEND are:

[IPSEA](#)

[SEND family support](#)

[NSPCC \(National Society for the Prevention of Cruelty to Children\)](#)

[Family Action](#)

[Special Needs Jungle](#)

## Glossary

**Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams

**Annual review** – an annual meeting to review the provision in a pupil's EHC plan

**Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

**CAMHS** – child and adolescent mental health services

**Differentiation** – when teachers adapt how they teach in response to a pupil's needs

**EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

**EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

**First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

**Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

**Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

**Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

**Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

**Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

**SENCO** – the special educational needs co-ordinator

**SEN** – special educational needs



**SEND** – special educational needs and disabilities

**SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND

**SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN

**SEN support** – special educational provision which meets the needs of pupils with SEN

**Transition** – when a pupil moves between years, phases, schools or institutions or life stages