

SEN policy and information report

North Ridge High Specialist Support 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.

Approved by: North Ridge High Policy committee

Date: Nov 2021

Last reviewed on:

Next review due by:

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

North Ridge is a mixed, day special school providing education for secondary aged (11- 19 years) pupils with a range of learning disabilities. We aim to:

- Provide opportunities for all pupils to learn and achieve;
- 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.

2. 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

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for 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 the majority of the 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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Bernice Kostick, Head Teacher

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:

- › Be the point of contact for external agencies, especially the local authority and its support services
- › 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

4.2 The SEN 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

4.3 The headteacher

The head teacher/ Senco will:

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

4.4 Class teachers

Each class teacher is responsible for:

- › 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 SEN policy

5. SEN information report

5.1 The SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

All the learners at North Ridge School have an EHC plan. Their primary need will be cognition and learning but may have other associated needs:

- › Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- › Cognition and learning
- › Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- › Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- › Severe/profound and multiple learning difficulties

North Ridge is fully accessible to all pupils regardless of their disability. We are located on 2 sites. Higher Blackley Education Village and the Abraham Moss Campus. Staff at North Ridge are skilled and experienced in working with pupils experiencing special needs. 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. Structured learning environment, use of schedules, use of PECs, distraction free environment, sensory integration opportunities for reinforcement of learning.

Teachers experienced in teaching pupils with PMLD (Profound and Multiple Learning Difficulties) take responsibility for planning and teaching the curriculum for pupils with PMLD. Structured learning, high level of support to meet all personal care needs, stimulating experiential learning opportunities, multisensory environment, small steps, and reinforcement of learning, focus on developing communication through alternative needs

5.2 Consulting and involving pupils and parents

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.

5.3 Assessing and reviewing pupils' progress towards outcomes

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. We have recently introduced Boxall as a tool to measure social and emotional needs and progress of our 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 IEP's 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. 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, which is conducted in accordance with the guidance set out 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.

5.4 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. Our senior leaders and career's adviser works 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.

5.5 Our approach to teaching pupils with SEN

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.

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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.

We provide interventions in the areas of reading, language/ communication, mathematics, RSE, E safety sensory processing (OT)

5.6 Adaptations to the curriculum and learning environment

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 room. 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
15. There is a separate building located at the Abraham Moss Centre for sixth form ages students- it includes classrooms, catering kitchen, food technology room and outdoor facilities.

5.7 Additional support for learning

All classes are supported by teaching assistants. The number in each class is planned according to the needs of the pupils in the class. No pupils are allocated with a 1:1 support. Teaching assistants support with individual or small group learning, personal care, feeding, and hydrotherapy and in our sixth form with work based activities.

The pupils at North Ridge benefit from the support services that work closely with the school. Visiting support staff from the Sensory Impairment Service assesses 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.

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 the direction of the speech therapist.

The school is allocated with 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 receive this on the school site.

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

Following the COVID 19 pandemic we have commissioned 1 day a week for 12 months of an art therapist to support pupils who have experienced trauma

5.8 Expertise and training of 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 annual programme of school based training and meetings are linked to the priorities identified in the School Improvement plan and the individual needs identified in staff review meetings.

Our SENCO has 34 years' experience in this role and has worked as a Head Teacher for 20 years.

We have a team of 65 teaching assistants, 5 higher level teaching assistants who are trained to deliver in different aspects of our SEN provision.

5.9 Securing equipment and facilities

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.

5.10 Evaluating the effectiveness of SEN 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 Improvement 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
- Pupils’ annual review and targets
- 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,
- The school is a National Support School

5.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of 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 residential trip(s)

All pupils are encouraged to take part in sports days and super learning days

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.12 Support for improving emotional and social development

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

- › school council
- › PSHCE lessons
- › Ask it sessions
- › We have an art therapist working with some pupils

We have a zero tolerance approach to bullying.

5.13 Working with other agencies

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.

5.14 Complaints about SEN provision

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

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- › Exclusions
- › Provision of education and associated services
- › Making reasonable adjustments, including the provision of auxiliary aids and services

5.15 Contact details of support services for parents of pupils with SEN

Support for our 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

5.16 Contact details for raising concerns

The Head Teacher Bernice Kostick

5.17 The local authority local offer

Our contribution to the local offer is: <https://northridge.manchester.sch.uk/?s=local+offer>

Our local authority's local offer is published here:

<https://hsm.manchester.gov.uk/kb5/manchester/directory/results.page?localofferchannel=0&qt=&term=m9+0rp&sorttype=distance>

6. Monitoring arrangements

This policy and information report will be reviewed by Bernice Kostick (Head Teacher) **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to the following documents

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy