



# **Ridgeway Primary Academy**

## **Local Offer**

**Address:**

Ridgeway Primary Academy,

The Ridgeway

Market Harborough

Leics

LE16 7HQ

**Tel:** 01858 465800

**Executive Head Teacher:** Mrs Angela Dewes

**Head of School:** Mr David Turner

**Website address:** <http://www.ridgewayprimary.org.uk/>

**Facebook account details:** <https://www.facebook.com/ridgewayacademy>

**Twitter Feed details:** [https://twitter.com/ridgeway\\_mh](https://twitter.com/ridgeway_mh)

**Age range of pupils:** 5-11 year olds

**Date of last inspection:** May 2016

**Outcome of last inspection:** Good

**Total number of students with special educational needs:** 24

## 1. The kinds of special educational needs for which provision is made at Ridgeway Primary Academy.

We are a mainstream school and value all of our pupils as individuals. In order to ensure that our pupils are making good progress at school we monitor and assess each pupil termly. Where there is evidence that a pupil is not making age-related progress in one or more areas of the curriculum, we provide additional support in class or use specific interventions to target areas in which they are struggling.

Class teachers use parent's evenings and reports to talk to you about your child's progress and suggest ways in which you could help at home. If there are any specific concerns about your child you may also be invited to attend a meeting to discuss your child's needs with the teacher, or you may request a meeting yourself. As a result of this meeting, the class teacher, along with yourselves, may fill out an initial concerns form. This would list the strengths and areas of weakness of your child as well as the support already put in place for them. It is then that the SENDCO (Special Educational Needs and Disability Co-ordinator) may become involved. At this point, there may be a need for more specific assessments in school. The SENDCO will discuss the next steps with you and your child.

At Ridgeway we have a range of children with special educational needs, including those on the autistic spectrum, those with general learning difficulties, those with speech difficulties, those with specific learning difficulties and those with a physical disability. Provision for these children will vary according to their particular needs. You can find out more later on in this document.

## **2. Information about Ridgeway Primary Academy policies for the identification and assessment of pupils with special educational needs.**

It is important that all children receive good quality first teaching. This means that all children's needs are catered for in appropriately differentiated work. However, some children begin to slip behind their peers. Class teachers are responsible for ensuring that these children have additional strategies or intervention put into place to support them. If this doesn't impact on the child's learning and/or progress becomes very slow, then the class teacher will be responsible for identifying the areas of strength and the areas of weakness within the child's learning. After discussion with the SENDCO, the class teacher and parents, a targeted approach will be implemented to support the child's developing needs. Additional testing may be done in order to create a balanced and broad picture of the child's difficulties. If a child has a specific diagnosis e.g. Autism, then support is sought from the outreach service, so that the child's strengths and weakness are identified appropriately.

**3. Information about Ridgeway Primary Academy's policies for making provision for pupils with special educational needs whether or not pupils have Education Health and Care (EHC) Plans, including:**

*a) How Ridgeway Primary Academy evaluates the effectiveness of its provision for such pupils*

If your child is identified as having SEND, in addition to in class support, we will provide additional support in areas such as reading, writing, spelling, maths, speech and language, socialising. This support will be in the form of careful differentiation in the classroom and/or intervention programmes.

If your child has an EHCP (Education Health Care Plan), we will put provision in place as outlined in that plan. The class teacher and the SENDCO, will monitor pupils' progress regularly and keep an eye on how your child is progressing. This monitoring may take the form of regular reading and spelling tests, as well as the small steps assessment, which tests phonological awareness. Discussions between support staff and class teachers are also an effective form of assessment, especially when targets are of a social nature. School Governors are kept informed of the progress of all groups of pupils.

At the end of each term, the provision is then scrutinised alongside the current data for each child to see whether a) the programme needs to be altered to further meet your child's needs as identified by the assessments or b) the programme is appropriate for your child and sufficient progress is being made.

*b) Ridgeway Primary Academy's arrangements for assessing and reviewing the progress of pupils with special educational needs.*

Ridgeway uses a range of methods to assess pupils, from the day to day informative assessment made in each lesson, to the formative assessments which gives standardised scores and levels. Once a child has been identified as having Special Educational Needs, then a range of assessments may be carried out either by the school or by supporting professionals, such as those from Educational Psychology or the Autism Outreach Service. These will further develop an understanding of the child's strengths and needs, and will provide a clear direction for support and intervention. Some children may need to have their literacy skills assessed in order to determine whether they have dyslexia. This is done by a teacher who is appropriately qualified to run these types of assessments.

Once a child has been identified and assessed, then a support plan will be drawn up. This will take the form of an In-class support plan. Individualised targets are set, based on the child's areas of weakness. The child may be required to follow a small group or 1:1 intervention programme, to support any area of need. This progress will be monitored by the class teacher.

Progress reviews of all SEND pupils takes place each term, pupil progress meetings are held termly. For those pupils who require an In-class support plan, their targets will also be reviewed on a termly basis. New targets are set, using the current available data, in discussion with parents. Parents are encouraged to talk to class teachers or make an appointment to speak to the SENDCO if they have any concerns. Where there are behaviour concerns it may be desirable for a Home/School link book to be initiated so that parents and teachers can keep in regular contact.

*c) Ridgeway Primary Academy approach to teaching pupils with special educational needs.*

Class teachers are trained to adapt their teaching to meet a range of pupils' needs. We differentiate the curriculum accordingly and take into account ability and the different ways in which pupils learn. The SENDCO has a role in supporting class teachers to do this effectively. Teachers, Subject Leaders and the SENDCO monitor pupils' books to see how effective these strategies are. We take into account recommendations from outside agencies when adapting teaching to meet specific needs. Teachers and support staff also attend training courses to support their teaching methods. Some children within Ridgeway require 1:1 support. This will enable the tasks to be broken down into small chunks, so that learning becomes more manageable and effective for them. Some children will require additional intervention. This is run by experienced support staff and will pick up those targets identified on their Learning Plans.

*d) How Ridgeway Primary Academy will adapt the curriculum and learning environment for pupils with special educational needs.*

First and foremost, quality first teaching is crucial to every child's education. As part of this, appropriate differentiated work is set within the classroom, which supports the needs of any child with SEND. This may be in the form of additional support, a different task which builds and secures basic skills, work that is linked to the child's support plan or an intervention programme.

There are specific reading schemes for children on the SEND register, and there is always practical equipment available for those who require concrete apparatus. Those pupils who have a serious medical need in school, have a Care Plan in place to identify and to outline any particular medication and therapy required and the support required in an emergency. For those children with a physical disability, the school has made adaptations for wheelchair access and for appropriate toileting and changing facilities.

*e) How Ridgeway Primary Academy will provide additional support for learning that is available to pupils with special educational needs.*

Additional support is tailored to the individual needs of our pupils; the support may come from the class teacher or teaching assistants with the support of the SENDCO. The exact nature of any additional support would depend on the individual pupil's needs and significance of difficulties. Class teachers will discuss additional provision with parents and pupils. Our aim is to support pupils to enable them to become more independent with their learning, but not to become reliant on support, so that they are ready for transition to the next educational setting. The model we approach within Ridgeway is for SEND children to be supported within class under the direction of the class teacher. Small groups and individuals are supported through intervention activities. These sessions will support targets and provide a basis for further work in the classroom. Some children will have 1:1 support within the classroom to support understanding and classroom behaviour. These children will have the opportunity to develop their independence with the support worker taking a more 'back seat' role, supporting only when there is a problem. When planning educational visits during school time, we ensure that every child is able to participate.

*f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum.*

We provide a range of extra-curricular activities (lunchtime and after school) which are made available for all of our pupils. When a child with SEND is wanting to participate in a lunchtime or after school club, we ask their parent/carer to liaise with the provider (member of staff/external leader) to ensure that their child is able to participate fully.

*g) Support that is available for improving the emotional and social development of pupils with special educational needs.*

We believe that emotional and social development is very important in the overall education of pupils. Being happy at school is crucial. Where pupils are found to have needs around emotional and social development, provision is put in place to support them, this may be through a social communication group or 1:1/small group work in order to help them understand their behaviour and possible strategies they can use in tricky situations. A behaviour plan will be drawn up, outlining a pupil's strengths and areas of concern along with the strategies which may be of benefit. Some pupils may have needs related to behaviour and we will work with parents to support such pupils in school. We have a medical safety policy and if your child has additional medical needs, we have protocols in school to manage such requirements. Your child's safety is of paramount importance to all staff in school. We have a safeguarding policy and all staff are regularly trained in looking for signs which indicate a concern.

#### **4. The name of and contact details of SEND co-ordinator**

The SEND co-ordinator is Mrs Elizabeth Harris. She may be contacted through the school office either in person, by phone on 01858 465800 or by email: [office@ridgeway.leics.sch.uk](mailto:office@ridgeway.leics.sch.uk), stating in the subject line 'FAO Mrs Harris SENDCO'.

#### **5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

It is important to develop all staffs' confidence in teaching and supporting pupils with SEND. Part of the role of the Academy Leadership Team and the SENCO is to identify what training is needed and to ensure that any specific requirements will be met either by in school or external training. We work with a range of outside agencies to secure specialist expertise. These include:

- Speech and Language Therapists
- Educational Psychologists
- Community Paediatricians
- Health Visitors/School Nurse
- Autism Outreach Service

We are fortunate to have a teacher who is qualified to offer expert advice on dyslexia and can ensure that all staff are up to date with current thinking. In addition to another teacher who is qualified as an Autism Lead within school.

#### **6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.**

Accessibility of the school is reviewed annually as part of our Accessibility Plan. On site, we have a disabled toilet and changing facility, as well as a disabled parking bay. A lift has also been installed so there is full access to the top playground and the Upper Key Stage 2 classrooms. Appropriate equipment for those children with a disability is secured through the appropriate therapists. Appropriate programmes and resources are ordered from the SEN budget according to current needs.

#### **7. The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child.**

We believe that it is important to involve all parents in their child's education. We hold parents' evenings in the Autumn and Spring terms and have an open afternoon in the summer term. We also provide a comprehensive written report in the Summer term. SEND targets are reviewed termly with all people involved with the child. The child will also have the opportunity to review how they have done against the targets set. A copy of the reviewed plan is sent home to parents. New targets will be set in agreement with the parents and the child. A copy of this will also be sent home. For

those pupils with additional or significant educational needs who may have a Statement or an EHCP we have annual reviews which parents attend.

**8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.**

We encourage pupils to share their views about their needs and comment on the support they receive. We do this by pupil interviews and/or questionnaires as well as through the pupil's personal targets. We want pupils, right from the early years, to be involved in the decision making process. We will ensure that all children have the opportunity to make comments about their targets, and have a say with regard to their new targets. These will be recorded as part of the review process.

**9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting.**

We would encourage parents in the first instance to discuss their concerns with their child's class teacher. However, if the matter is not satisfactorily resolved, they should then make an appointment with the SENDCO or the Head teacher. If after the meeting you still have concerns, then your concerns can be voiced to the governors in writing.

**10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.**

Governors are aware that in addition to teachers and classroom assistants, there are a wide range of other professionals and organisations who are involved in meeting the needs of all pupils including those with SEND. These include access to health and Social Care Professionals, Voluntary organisations (e.g. STEPS), Local Authority Support Services etc. We also have a special needs governor; please speak to the office if you wish to contact them.

**11. The contact details of support services for the parents and carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**

If you need support in finding an organisation or support service for your child, please contact Mrs Elizabeth Harris (SENDCO) at Ridgeway Primary Academy who will be happy to help you navigate through the local offer. You may also find SENDIASS a useful means of support.

**12. The setting's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.**

We liaise with local pre-school settings and the local secondary schools to ensure smooth and effective transition between settings. There are comprehensive transition arrangements in place for all children, but additional bespoke arrangements can be made for individual pupils as required. We also liaise with schools in other authorities when pupils move into or out of our local area.

**13. Information on the school's contribution to the publication of the local authority's local offer.**

We work closely with the local authority to ensure that our school offer of SEND complies with the new Code of Practice. The local authority's local offer can be found on their website.

[http://www.Leics.gov.uk/index/children\\_families/family/send.htm](http://www.Leics.gov.uk/index/children_families/family/send.htm)