



Ribblesdale School

SEND Information Report

Reviewed: October 2025

Introduction

Welcome to our SEND information report which is part of the Lancashire Local Offer for children and young people with Special Educational Needs and Disability (SEND). All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of the school's policy for pupils with SEND and the information published must be updated annually. The required information is set out in the SEND regulations which can be found via the link below:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

At Ribblesdale School we are committed to being fully inclusive. Our aim is to work in partnership with parents/carers, external agencies and all members of our school community. Our vision is firmly underpinned by the guidance provided in the SEND Code of Practice. Our SEND Information report aims to give parents/carers and young people an insight into what our school offers for pupils who have SEND. If you have any questions relating to the information contained inside this report, please contact the school SENDCo:

Hannah Murphy
hmurphy@ribblesdale.org

Hence, the local offer has been produced in collaboration with pupils, parents/carers, governors and members of staff. We would welcome your feedback and future involvement in the review of our offer.

If you have specific questions about the Lancashire Local Offer, please look at the Lancashire Local Offer website by clicking here:

[Special educational needs and disabilities \(SEND\) – local offer – Lancashire County Council](#)

Alternatively, if you think your child may have SEND or require any further guidance, please contact Mrs Hannah Murphy (SENDCo) on 01200 422563.

All policies are available on the school's website.

Key Staff, Expertise and Contact Information

Mrs H Murphy – SENDCO, BSc (Hons) National Award for SEND (NASC Award)
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Mrs H Dearden – Assistant SENDCO (HLTA)
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Mrs J Wrigley – SEND Liaison Manager (HLTA)
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Mrs L Simpson – Provision and Intervention Co-ordinator (HLTA)
lsimpson@ribblesdale.org

Ms Rahila Hussain – Special Educational Needs and Disability Information Officer (Lancashire SEND)

Rahila.Hussain@lancashire.gov.uk

Other Key Staff and Expertise

Mrs P Pinder – Specialist Teacher (HI)

Ms P Vinther – Specialist Teacher (VI)

Dr S Reilly – Consultant Paediatrician

Lydia Cooke – Trainee Educational Psychologist (Lancashire SEND)

Equipment and Facilities

Ribblesdale School is a large, welcoming and inclusive educational community spanning two phases, with a new state-of-the-art primary phase building and a well-established and richly resourced secondary site. The first cohort of primary pupils started in the Early Years Foundation Stage in September 2023. Our primary phase is a brand new, fully accessible, highly resourced building, set across ground level with purpose built developmental outdoor areas. Ribblesdale School is a supportive learning environment that celebrates and promotes values of inclusivity across both educational phases. The secondary site is set throughout several buildings, most of which have two storeys and Ribblesdale School makes every effort to place inclusion at its heart, making the adaptations and adjustments that enable all children, especially those with special educational needs and disabilities, to thrive in school and beyond.

Ribblesdale School works closely with a team of dedicated and experienced SEND professionals and external specialists to ensure that barriers to learning for pupils are removed and pupils' range of needs are fully met. We have a pro-active and pupil-centred approach, the wellbeing of our children is our top priority. We use recommendations from environmental audits, advice from specialist teachers and occupational therapists, educational psychology and inclusion professionals to ensure that we meet pupils' needs through a blend of universal practice and targeted approaches.

Ribblesdale School is at the forefront of using EdTech to support teaching and learning. We equip each child with their own one-to-one surface device that allows pupils to develop the technical skill and independence for future pathways whilst also giving pupils the power to make individual adaptations to improve their access to Quality First teaching.

Our Approach to Teaching Learners with SEND

At Ribblesdale School we believe in full inclusivity for all pupils. We want all adults and children to participate in learning, feel a strong sense of pride and belonging about being part of the school community. As such we celebrate, champion and support all members within our community. We aim to create an inclusive culture in our school where we are responsive to the diversity of children's talents, interests, experience, knowledge and skills. Most importantly, we strive to create an ambitious curriculum and a learning environment which is broad, balanced and adaptive in meeting the needs of all members of our school community.

We accurately and responsively monitor progress of all learners; staff continually use a range of appropriate assessment methods to inform next steps in learning. We believe that early identification of need is key in offering true quality of education. Our continual focus on high-quality CPD and training for staff is focused on developing the highest standard of quality-first adaptive teaching, where staff are confident in the identification of needs in the classroom and have the skill and knowledge to provide the right support, in the right place, at the right time. For more information on our approach please see our Teaching and Learning policy on the Ribblesdale School website.

The Kinds of SEND That Are Provided For

Ribblesdale School is an inclusive school and endeavours to support the needs of all learners across the full range of Special Educational Needs including:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health and
- Sensory and/or physical needs.

Identifying Children and Young People with SEND and Assessing Their Needs

We recognise that at different times in their school career, many children or young people may have a special educational need.

The SEND Code of Practice (2015), defines SEND as:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them, namely provision different from or additional to that normally available to pupils of the same age.”

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age, or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided by others of the same age in mainstream schools or mainstream post-16 institutions.

Classroom teachers, support staff, parents/carers and the pupils themselves may be the first to notice a difficulty with learning. At Ribblesdale School we ensure that the assessment of special educational needs, directly involves all these key stakeholders. The Special Educational Needs and Disability Co-ordinator (SENDCo) will also support with the identification of barriers to learning. We use a range of assessment tools and bespoke EdTech provision in order to identify pupils' needs, including those who may have unidentified SEND, to ensure that we implement the right support, in the right place, at the right time.

For some children we may seek advice from specialist support services, for example those provided through Lancashire County Council which are described on the Lancashire Local Offer website available via this link: (<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>)

At Ribblesdale School we use a variety of information to help us identify and assess young people with Special Educational Needs, this includes:

- Information from parents/carers
- Pupil voice
- Transition information
- First concerns raised by teachers and TAs
- Screening tools
- Advice from specialist teachers and other professionals such as educational psychologists

At Ribblesdale School, we work closely with a range of professional and specialist services to support both our SEND and pastoral teams. Our SEND department is structured to offer support at every level, led by the SENDCo, Assistant SENDCo, SEND Liaison Manager and Provision and Intervention Co-ordinator. The department is comprised of HLTAs, Level 3 Teaching Assistants and Level 2 Learning Mentors who work with pupils in class and through targeted small group interventions.

The SENDCo works with wider staff to ensure that pupils who may need different support to that normally found within the classroom are identified as early as possible. The school has primary liaison with feeder primary schools during the summer term to identify those pupils at SEND Support and with an Education, Health and Care Plan. Pupils are assessed upon entry to Ribblesdale School in Year 7 using CAT4 and NGRT screening assessments and baseline tests across the curriculum to assess areas of need within reading and numeracy.

Pupils can fall behind in school for many reasons. School absence, missed learning opportunities, English as an additional language or external pressures that detract from learning. School will not identify pupils as having special educational needs unless we are taking action that is 'additional to or different from' that which goes on in the classroom or elsewhere as part of our universal offer. The school will take into account the views of parents when assessing and meeting the needs of pupils with SEND and will refer to external agencies for assessment or diagnosis as appropriate following consultation with parents/carers.

Updates are made available to staff via the SEND Department via Synergy, Microsoft Teams, staff briefings and face to face meetings. A rolling programme of high quality internal and external training is available to support staff and within the SEND team, and staff have a range of specialist skills. These include expertise in autism, speech and language, VI, HI and various specific learning difficulties. As a school we work within JCQ guidelines to put into place access arrangements that are appropriate and meet the needs of the individual pupil.

Arrangements for Consulting Parents of Children with SEND and Involving Them in Their Child's Education

We are proud to work alongside our parents/carers and offer comprehensive opportunities for parents and carers to be consulted regarding the identification and support of their child's Special Educational Needs. In addition to the school website, that provides contact email addresses and telephone numbers for general enquiries, regular information is made available to ensure that parents/carers of children with SEND know who and how to contact the person best placed in school to support them.

Monitoring progress is an integral part of teaching and learning within Ribblesdale School. School follows the Assess, Plan, Do, Review model in meeting need effectively. We ensure that parents/carers and children are involved in our approach through regular home-school communication and engagement opportunities. School communicate in order to inform parents about our assessment and identification process. Before additional provision is selected to help a child, the SENDCo, teacher, parent/carer and pupil agree what the expected outcomes would be and a baseline will also be recorded, which can be used to compare the impact of the provision.

Children, parents/carers and their teaching and support staff are directly involved in reviewing progress. This review can be built into the intervention itself, or it can be a formal meeting held at least once a term, where we all discuss progress and next steps. If a pupil has an Education, Health and Care Plan (EHC plan) the same termly review conversations take place, but the EHC plan will also be formally reviewed annually. In addition to this the SEND Department welcome parents/carers to school every term for accessible, warm and approachable engagement opportunities to ensure parents feel involved in their child's education.

We also offer a range of transition events where key members of the SEND team are available. Tours of the school are available for parents considering Ribblesdale School for their child, including during the ordinary working day. Interim assessment is formally reported to parents at regular intervals throughout the school year and school ensures that parents are consulted regularly on key issues.

Pupil Passports for pupils with SEND are made available to parents throughout the academic year, including as part of the termly SEND Review cycle where information and feedback can be provided to enhance the accuracy, purpose and impact of pupil information. There is strong parent representation within the school Governing Body and when a vacancy arises or a term of office expires, vacancies are advertised via the website and by letters home. Parents can then apply for the vacant positions as set out under the constitution.

There is also a Governor linked with SEND who reports back to the full Governing Body. The Home/School agreement is signed at the start of each academic year and explicitly supports safety and safeguarding for all. Parents are encouraged to complete feedback information sheets and questionnaires after visits to school, SEND Review Days as well as website feedback. Reports emphasise the involvement of key agencies and the impact in each case. This leads to regular and comprehensive reviews of provision.

Arrangements for Consulting Young People with SEN and Involving Them in Their Education

Ribblesdale School involves young people with Special Educational Needs in decisions relating to their education in a range of ways. The school has a buddy system running across the year groups, enabling older pupils to support and mentor younger or more vulnerable pupils. Ribblesdale School has a strong pupil voice; pupils are asked to complete pupil voice questionnaires about school, their learning and wellbeing on a regular basis.

There are key student leader roles from which regular feedback is obtained. Pupils are involved in active PSHE and Enrichment programmes, designed to develop pupil's life experience and skills. Pupils are assigned keyworker points of contact through which to facilitate communication. Pupils with additional SEND needs are also able to make their views known through the pupil's advice during Annual Reviews along with parents.

Arrangements for Assessing and Reviewing Children and Young People's Progress Towards Outcomes

If a pupil is identified as having SEND, pupils will access provision that is 'additional to or different from' the normal adaptations to learning curriculum. The SENDCo collates the impact data of interventions, to ensure that intervention is effective. Progress data of all learners is collated by the whole school and monitored by teachers, senior leaders and governors.

The school systematically assesses and reviews the holistic progress of children with Special Educational Needs regularly, offering opportunities to work with parents and young people as part of this assessment and review process. Pupil progress for pupils with SEND is reviewed through one-to-one review meetings that take place termly, in line with individual SEND targets.

Safeguarding all pupils effectively is a school priority and attendance, progress, behaviour and engagement is monitored and reported regularly, ensuring the quality of provision. Offsite provision, when utilised, is monitored carefully with reference to appropriate outcomes in line with expectations.

Arrangements for Supporting Children and Young People in Moving Between Phases of Education and in Preparing for Adulthood

School supports the transition of children and young people with special educational needs between each phase of education. Transition is a part of life for all learners and can present increased challenge for some children for a variety of reasons. Ribblesdale School is committed to working in partnership with children, families and other providers to ensure positive transitions occur. Planning for transition is part of our provision for all pupils with SEND.

Transition to Early Years begins from the moment parents are informed of a place at Ribblesdale. A series of extra transition is arranged to support transition from nursery to Early Years at Ribblesdale. For example, extra transition visits to the setting, additional meetings with parents and regular liaison through involvement in annual reviews and transition meetings.

Transition to secondary school will be discussed from the summer term of their Year 5, to ensure time for planning and preparation. Our partner primary schools are supportive and welcome contact and there is regular liaison through involvement in annual reviews, transition meetings, the Year 7 Pastoral Team and through regular lessons being taught by specialist subject staff in some of the feeder primary schools.

Close liaison with other secondary schools and post-16 providers takes place through joint applied courses which pupils with special educational needs are encouraged to follow. Liaison between local area SENDCos takes place regularly, this includes cluster meetings which are held for Lancashire SENDCos where information is disseminated, and best practice shared.

The school works closely with pre-school providers, feeder primary schools and SEND Services through to EYFS and pupils' arrival in year 7. The school holds an Open Evening at the secondary site each year in September and parents of children in year 5 and year 6 are encouraged to attend. Further follow up meetings are offered on a one-to-one basis with the SENDCo. Transition visits start in the spring term for some students, following early liaison with feeder schools and individuals and small groups of students are given increasing access to the school, via pre-arranged visits. Year 6 students are also invited to join in Taster Day activities.

At the transition meeting for new starters to the school, key staff members are introduced to parents and pupils. Additional contact days are made available for Year 6 pupils to come and experience a working day in our school.

If a child moves between classes within school the transition will be discussed with parents and pupil. For pupils with communication and interaction difficulties, transition is a key focus of additional support to facilitate preparation for change. The SEND Department works closely with children and their families to ensure that pupils with SEND feel confident, prepared and motivated to reach their future goals and aspirations. We provide a targeted annual programme of trips and visits to post-16 providers specially selected to inspire, inform and engage pupils with special educational needs. We celebrate the unique talents and worth of all pupils and work closely with post-16 organisations to support pupils and their families to access and enjoy the very best pathway for each individual.

As part of our continuous focus on transition and supporting positive pathways, we prepare pupils successfully for adulthood. Pupils with SEND are encouraged to meet goals that help to prepare them for future transition, pathways and ambitions through the process of SEND Reviews and target setting. As our young people prepare for adulthood their review targets reflect their ambitions, which could include higher education, employment, independent living and participation in society.

Our Approach to Teaching Children and Young People with SEND

The first stage of provision for all pupils at Ribblesdale is Quality First Teaching which is adapted to meet the needs of all pupils including those with SEND. The graduated assess, plan, do, review model will be used to support learners who are identified as not making age related expected expectations.

We are committed to continuous review in order to strengthen our ordinarily available offer. As part of our commitment to inclusivity, the school makes all necessary reasonable adjustments to ensure inclusivity and full participation for all. All staff are aware of Equality Act, noting that this legislation places specific responsibility on schools not to discriminate, harass or victimise a child linked to a protected characteristic defined in the Equality Act. It is also recognised that the school has a responsibility to make 'reasonable adjustments'.

The Equality Act 2010 definition of disability is:

"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment that has a substantial and long-term negative effect on the ability to carry out normal day-to-day activities."

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between children with disabilities and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

For more information about the Equality Act, the protected characteristics or duties on public bodies, please click here (<http://www.legislation.gov.uk/ukpga/2010/15/contents>)

How Adaptations Are Made to the Curriculum and the Learning Environment of Children and Young People with SEND

All our pupils have access to a broad and balanced curriculum with inclusivity, high expectations and ambition for all at its heart. Adaptations are made to the curriculum and the learning environment to accommodate the diverse needs of children and young people with Special Educational Needs.

High quality, responsive and regular training is provided for all staff to ensure that teachers have the experience and skill to accurately identify need in order to adapt the curriculum to ensure full access to learning for all children in their class.

The Teacher Standards detailing the expectations for all teachers are available via the following link: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers_Standards.pdf

The vast majority of learners' needs are met through quality first adaptive teaching and inclusive practice. Assessment and screening ensures that pupils are identified that require additional intervention, which can take place through one-to-one, small group or whole class settings.

At the Early Years and primary phase, subject based intervention is usually provided by subject specialist staff and through a team of experienced teaching assistants. Intervention takes place during the school day. At the secondary phase subject-based intervention is usually provided by subject specialist staff and through a team of experienced teaching assistants. Intervention can take place before or after the school day or as part of an integrated approach to the curriculum.

We recognise the importance of reading as the gateway to other learning. Reading intervention is available for pupils in all years. At the primary phase this support takes place during the school day. At the secondary phase this intervention takes place either before or after the school day or during the school day for short, targeted sessions that ensure minimal missed learning opportunities. Reading, wider literacy and independent learning opportunities are at the heart of the school's ambition and intent for all pupils.

As an EdTech flagship school, Ribblesdale School assigns all pupils with an individual surface device, alongside high specification desktop PCs available in school that enhance the learning process and assist all pupils with accessing and recording work. There are a range of equipment available within school for pupils with physical difficulties and each teaching and non-teaching member of staff is given relevant training. Specialist nurses and agencies can provide advice and strategies for teaching pupils with SEND and medical conditions.

Staff are also provided with individual Pupil Passports for each child on the SEND Register through an online system that allows key information for each pupil and recommended strategies of support to be available instantly for every member of staff.

Teachers use a range of adaptive strategies to enable full access to the curriculum for all pupils, this might include the following:

- Visual timetables
- Writing frames
- Task management boards
- Laptops or other alternative recording devices
- Peer buddy systems
- Positive behaviour rewards system
- Laptop/notebook devices- that includes software such as Immersive Reader

Each learner identified as having SEND receives support that is 'additional to or different from' a normal adapted curriculum. The type of support is dependent on the individual learning needs and is intended to enable access to learning and overcome the identified barrier to learning. This support is described on Pupil Passports, which describes the interventions and actions that we undertake at Ribblesdale School to support learners with SEND across the year groups. We review and modify the Pupil Passports each term to reflect the changing needs of our learners.

Adaptations to the curriculum are made in accordance with the Equality Act and SEND Code of Practice. Assessments are modified for pupils with physical or SEND needs. Specialist equipment is purchased to ensure inclusion through recommendations from Specialist Teachers and/or Educational Health Care Plan guidance. Curriculum leaders seek advice from the SENDCo about the most appropriate level of entry for the pupils. The school also offers a broad and balanced range of subjects including vocational pathway routes, the curriculum is not narrowed or diluted for pupils with SEND.

The Expertise and Training of Staff to Support Children and Young People with SEND

Staff receive a comprehensive programme of high-quality support, training and CPD that equips them with the expertise, skills and knowledge to support children and young people with Special Educational Needs. Our annual programme of training in combination with unique EdTech provision is designed to support staff in developing the highest standard of inclusive, high-quality adaptive teaching, equipping practitioners with the confidence and skill to accurately identify learning needs and the resources,

guidance and strategies in order to provide the right support, in the right place, at the right time for all pupils, especially those with SEND.

Involving Key Stakeholders

The school secures specialist expertise when needed through specialist services so that school can benefit from enhanced guidance for pupils with specific needs. All the services involved with the school are regarded as being part of a working partnership whose aim is to provide, as highlighted in the Code of Practice (0-25), an integrated, high quality, holistic support, which focuses on the needs of the child.

The following services/agencies are available:

- Educational Psychology
- Inclusion Development Support Services (IDSS)
- Lancashire Information and Advice Service (IAS)
- Ethnic Minority Achievement
- Lancashire Education Medical Services
- Speech and Language Therapy
- Sensory and physical impairment (IDSS)
- Inclusion and Engagement SEN Support Team (IEST)
- Emotional and behaviour support
- Social Care
- Health Services
- East Lancashire Child and Adolescent Services (ELCAS)
- Child and Family Wellbeing Service
- Nursery, primary schools and colleges

Evaluating the Effectiveness of the Provision Made for Children and Young People with SEND

The effectiveness of our overall provision is measured against the holistic progress and attainment pupils with SEND make over time in all areas of their learning. The effectiveness of interventions for pupils with SEND are measured using the graduated approach to SEND using the assess-plan-do-review model.

Pupils are assessed upon entry to EYFS using a baseline assessment to provide the teacher with an understanding of individual starting points. This enables the teacher to swiftly identify early needs and put interventions in place to support.

Pupils are assessed upon entry to Year 7 using a range of assessment and screening approaches including CAT4 and NGRT baseline assessments. This enables school leaders to identify pupils that will benefit from additional support which is then quickly implemented and continuously reviewed. School leaders evaluate the effectiveness of the support provided for children and young people with Special Educational Needs and put measures in place for continuous improvement.

Ribblesdale School uses a range of quality assured intervention to support pupils to access the full curriculum and make continuous improvement, examples include:

- Lexonik Leap
- Lexonik Advance
- IDL Literacy

- IDL Numeracy
- ELSA

How Children and Young People with SEND Are Enabled to Engage in Activities Available to Children and Young People Without SEND

Children and young people with Special Educational Needs are enabled to engage in school activities alongside their peers through a comprehensive Enrichment programme and a wide range of extra-curricular activities and trips.

There are a range of extra-curricular activities available to all pupils before, during and after the school day. Activities include sport, music tuition, debating and drama. Our primary provision offers childcare before and after school. At the secondary site, breakfast is available each day from the dining room. The school provides an outstanding programme of Enrichment opportunities for every child, as part of the whole school curriculum. All clubs, activities and trips are available to all pupils, including sporting, artistic and nurturing opportunities developed with inclusivity, opportunity and boosting cultural capital in mind.

Every child in Year 10 has the opportunity to take part in work experience and pathway opportunities for pupils with SEND are carefully planned in line with pupils' goals and ambition. The Careers Information and Guidance Coordinator responsible for work experience and the SEND Department work in harmony to ensure appropriate, accessible and aspirational placements for pupils with SEND. There are further opportunities for vocational experiences, and a broad and balanced range of key stage 4 pathways open for pupils with SEND where aligned with individuals' intentions, targets and designs for the future.

The school operates a buddy system through which older pupils offer guidance, help and friendship support to younger students. The school makes the Mezzanine (SEND suite) which is comprised of the library and Languages Cafe available for socially or emotionally vulnerable pupils and actively promotes social integration and friendship support under the supervision of adults. Teachers, support staff and other adults will signpost vulnerable young people to the Mezzanine for support.

The school offers a programme of trips for pupils with SEND to ensure that their experience in and beyond school is broad and engaging. The school offers the Prince's Trust programme of learning which boosts knowledge and understanding within CIAG and boosts personal development for each individual. The SEND Department's dedicated pathways provision supports pupils to experience termly college visits and additional enrichment events, giving pupils with additional needs taster sessions of what each college has to offer. Further enrichment events tailored for pupils with special educational needs encourage key personal skills such as teamwork, confidence, self-esteem and communication.

All pupils have the opportunity to attend college taster days and employer events, such as the BAE roadshow, where pupils with SEND are supported by keyworkers where beneficial. All pupils in Year 8-11 attend an annual in-school careers fair, accessing local colleges and employers and speaking to helpful representatives. All key stage 4 pupils have a dedicated careers interview with an independent careers' advisor to support career pathways. Children and young people with SEND are enabled to engage in all activities, supported through reasonable adjustments and adaptations, supplementary guidance and one-to-one support where appropriate.

Support for Improving Emotional and Social Development

There are additional pastoral support arrangements for listening to the views of children and young people with SEND which include measures to prevent bullying. Children with SEND and vulnerable needs are invited to a range of break and lunchtime clubs to enhance their experience of unstructured time. Break and lunchtime clubs are led by supportive teachers and TAs and include several different options tailored to meeting specific sensory and social, emotional needs of pupils.

Support is available for improving the emotional and social development of children and young people with special educational needs. School offers a range of supportive and therapeutic provision which include:

- Keyworker support
- School therapy dog
- Social and emotional development workshops
- Lego therapy
- Art therapy
- ELSA support
- EBSA support
- Break and lunchtime support

School leaders gather information from pupil voice which helps to inform provision. For more information on pastoral support including how school addresses issues such as bullying please see our behaviour policy.

Safeguarding is of paramount importance to all staff in school and we recognise our duty in terms of supporting pupils' emotional and social development through the promotion of online safety. Further information can be found in our Child Protection and Online Learning policies.

How the School Involves Other Bodies in Meeting Children and Young People's SEND and Supporting Their Families

Ribblesdale School involves external specialist organisations and bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families.

We recognise that many children, young people and families will experience challenges in their lives that impact on their wellbeing. Most families will be resilient to them without support, but some will need additional support (even if for only a short time) to find sustainable solutions that reduce the impact of such challenges on the wellbeing and development of children and young people. The school engages with a multi-agency approach to support in order to meet the needs of all pupils, supporting those with SEND and their families through additional advice, support and guidance where necessary.

Arrangements for Handling Complaints from Parents of Children with SEND About the Provision Made at the School

We work in partnership with parents and encourage open communication. Parents/carers are welcome to query decisions made by the school through the school's designated channels as laid down in the school documentation. If necessary, the Local Authority complaints procedure adopted by Ribblesdale

School will be followed. Clear and transparent procedures are in place for handling complaints from parents of children with SEND regarding the provision made at the school.

If on pursuing a complaint the parents are not wholly satisfied with the response of the school, they may wish to seek further advice/assistance from the Local Authority. If an agreement is not reached and parents do not agree with the school's and Local Authority's decision, they have the right to appeal to the authority's SEND Tribunal.

The Local Offer

[Special educational needs and disabilities \(SEND\) - local offer - Lancashire County Council](#)

[Statutory Information | Ribblesdale](#)

Named Contacts

SENDCo: Mrs Hannah Murphy hmurphy@ribblesdale.org 01200 422563

Assistant SENDCo: Mrs Hazel Dearden hdearden@ribblesdale.org 01200 422563

SEND Liaison Manager: Mrs Jilly Wrigley jwrigley@ribblesdale.org 01200 422563

SEND Provision and Intervention Co-ordinator: Mrs Lucy Simpson lsimpson@ribblesdale.org 01200 422563

Senior Leader SEND Link: Mr Paul Edge pedge@ribblesdale.org 01200 422563

Useful Links

www.lancashire.gov.uk/SEN

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support>

www.dfe.gov.uk