



# Ribblesdale School

## Special Educational Needs and Disability (SEND) Policy

Reviewed: October 2025

## Introduction

### *MISSION STATEMENT*

We at Ribblesdale School are committed to meeting the special educational needs of pupils and ensuring that they make progress. We aim to provide a safe, secure, happy, caring environment where all pupils are encouraged to participate fully in Ribblesdale's Learning Community.

### *AIMS AND OBJECTIVES*

1. To ensure that all pupils participate in their learning and increase their responsibility for their learning / behaviour as they move through the school.
2. To establish good working relationships with parents, carers and all stakeholders.
3. To offer a broad, balanced and personalised curriculum that is accessible to all pupils and promotes high standards of achievement.
4. To ensure that the learning needs of all pupils are identified and assessed as early as possible, and their progress is closely monitored.
5. To ensure all staff are involved in planning and meeting the learning needs of all pupils.
6. To facilitate effective and transparent liaison with special schools and outside agencies.

### *COMPLIANCE*

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEN Information Report Regulations (2014) (see [www.sendgateway.org.uk](http://www.sendgateway.org.uk) Hampshire's Illustrative Regulations as a guide for schools completing SEN Information Report)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards

## SECTION 1: *ROLES AND RESPONSIBILITIES*

The Governing Body has identified a governor to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting its statutory requirements. At Ribblesdale School this role is undertaken by Mrs Bernadette Matterson who will meet regularly with the SENDCo Mrs Hannah Murphy.

The Head is the school's "responsible person" and leads and manages the school's special educational needs work on a day to day operational level. At Ribblesdale School this role is delegated to the Head of School, Mr Paul Edge. At Ribblesdale School the SENDCo is a member of the Senior Leadership Team and attends SLT meetings. The Headteacher, Head of School and the SENDCo will keep the governing body informed about the special educational needs provision made by the school.

The SENDCo and the Head of School will work closely with the special educational needs governor to ensure the effective day to day operation of the school's special educational needs policy. The Headteacher/Head of School and the SENDCo will identify areas for development in special educational needs and contribute to the school's development plan. The SENDCo will coordinate provision at SEN Support and for EHCP pupils.

All staff and support staff will be invited to be involved in the formulation of the special educational needs policy. They are responsible for adapting the curriculum for pupils with special educational needs and will monitor their progress. All teachers, Subject Leaders, Year Leaders and Curriculum Area Leaders will review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum material. All staff will work closely with the SENDCo, Assistant SENDCo, HLTAs and Teaching Assistants.

### *EDUCATIONAL INCLUSION*

At this school we respect the fact that pupils:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Learn at different rates
- Require a range of different teaching strategies and experiences

Teachers respond to pupils' needs by:

- Quality teaching in the first instance
- Providing support in all curriculum areas
- Planning to develop pupils' understanding through the use of senses and experiences
- Planning for pupils' full participation in learning including physical and practical activities
- Planning for pupils to manage their own behaviour, enabling them to participate effectively and safely in learning

This policy ensures that teaching arrangements are fully inclusive. The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation.

## *SECTION 2: SPECIALIST PROVISION*

The school offers provision for pupils who experience difficulties in:

- Communication and interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or physical
- Medical conditions

The school employs Specialist Support Teachers, HLTAs and Teaching Assistants.

There is a facility for supporting pupils experiencing social, emotional barriers to learning and difficulties with behaviour and self-regulation. Teachers can refer pupils to a team of Pastoral Coordinators who can place pupils on a pastoral support programme which is regularly reviewed. The Learning Support Area or 'The Mezzanine' also adjoins the school library which is equipped with ICT facilities to access a variety of specialist programmes as well as support general access. A range of provision that is regularly reviewed supports the development of literacy and numeracy.

## *ADMISSIONS*

Pupils with special educational needs will be admitted to Ribblesdale School in line with the school's admissions policy. School policy for admissions is fully in line with the statutory requirements of the SEND and Disability Act. The school will use their induction meetings to work closely with parents and primary settings to ascertain whether a child has been identified as having special educational needs at SEN Support and IPRA in the case of pupils attending Ribblesdale School who live within Blackburn with Darwen Unitary Authority.

If the school is alerted to the fact that a child may have a difficulty in learning they will make the very best endeavours to collect all relevant information and plan a curriculum that fully meets the needs of each individual.

## *ACCESS FOR CHILDREN WITH DISABILITIES*

To ensure access for pupils or parents with disabilities the school has been audited and adapted for individuals with both Visual and Hearing Impairments. PCs, Microsoft Surface Devices and specialist technological equipment are available to help pupils access the curriculum. 'Support Clubs', run by school staff are held every break and lunchtime to assist pupils. As part of the School's Accessibility Plan access to the physical environment of the school will be audited with regard to pupils with complex difficulties taking into account the views of pupils and parents. The school has been audited by a specialist teacher to enhance the environment for visually impaired pupils.

The school has a medical room and access to a school nurse. The SENDCo works closely with paediatricians and medical staff to ensure holistic support is in place for pupils. Appointments are made with the school nurse and a 'drop in' session is run once every two weeks.

The school has an extensive team of trained First Aiders. Staff are trained in the use of 'epipens' and receive training on the support of diabetes, epilepsy, and eczema as appropriate. Individual Health Care Plans are reviewed annually and are available centrally for staff.

We embrace the principles of the single Education, Health and Social Care Plan (EHCP) which replaced Statements of SEND from March 2018.

### SECTION 3: IDENTIFICATION, ASSESSMENT AND REVIEW FOR PUPILS WITH SEND

The SEND Code of Practice, 2014, describes the four broad categories of need and provides an overview of the range of needs which are met through the school's Graduated Approach. The needs of the whole child will be considered, not just any special educational needs.

The SENDCo will work with all staff to extend and develop the quality of support for all pupils, especially those with additional needs through the school's universal offer and ordinarily available provision.

The SENDCo will ensure that systems and procedures are in place that identify pupils who may need different support to that normally found within the classroom as early as possible. This is achieved using a range of information from teachers, parents, multi-agency and using transition information.

The process includes:

- Primary liaison with feeder primary and pre-school settings during the Summer Term will identify those pupils currently at SEN Support or with an Education, Health and Care Plan
- In Year 7, pupils' SATs/KS2 results will be used as a benchmark
- Year 7 pupils also complete screening assessments such as CAT4 tests, NGRT reading assessments and subsequent SLCN assessments to identify pupils who require further support for reading and language skills
- Targeted pupils in other year groups will be additionally screened for a range of literacy needs to enable school to respond with the right support in the right place at the right time for each individual pupil
- Specific pupils in Y10 will be assessed for Access Arrangements for examinations
- Teachers will access a comprehensive bank of bespoke, adaptive teaching strategies in order to meet individual learning needs and will complete further Initial Concern Referrals for pupils as appropriate
- Parental, teacher or pupil concerns may prompt further exploration
- School will use a comprehensive range of diagnostic intervention tools to assess and evaluate individual learning needs, this may include assessments such as WRAT5 Assessments, IDL Literacy and Numeracy and SLCN screening

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 inclusive approach. As a large and highly resourced setting, school is confidently able to meet the needs of most pupils through the school's Graduated Approach, universal offer of support and ordinarily available provision.

The school will take into account the views of parents when assessing and meeting the needs of pupils with SEND. Sometimes, despite specialist and specific provision being put in place some pupils may not make adequate progress and may be identified as having special educational needs.

- Class teachers/ Year Leaders/ Form Tutors will consult with the SENDCo when the evidence gathered through the usual assessment and monitoring arrangements gives concern about a pupil's progress. The triggers for concern are as described in the SEND Code of Practice 0-25. Additional support will be provided through SEN Support. This will be monitored and reviewed regularly. The SENDCo will liaise with parents, pupils, carers, teachers and support staff regarding the Pupil Passports to ensure that all interested parties are aware of the learning targets and their contribution to its implementation.
- All Pupil Passports will be reviewed by teaching staff and the Learning Support Department each term. All review outcomes will be recorded. Parents will be invited to take part in the review and target-setting process.

Some pupils may not have SEN but their progress and attainment may be impacted on by a range of factors:

- Disability (The SEND Code of Practice outlines the 'reasonable adjustment' duty under the current Disability Equality legislation but these alone do not constitute SEN)
- Attendance and punctuality
- Health and welfare
- Being in receipt of a Pupil Premium Grant
- Being a Child Looked After
- Being the child of a Serviceman/woman

The Code of Practice makes the clear distinction between behaviour and SEND, recognising the areas of need as separate and distinct. An underlying need that may affect emotional regulation will be investigated in the first instance and the views and concerns of parents, the pupil and staff in school who work closely with the pupil will be taken into account when planning further action.

### *ACCESS TO THE CURRICULUM*

Access to the curriculum of the school and the National Curriculum is an entitlement of all pupils. At Ribblesdale School pupils identified as having a special educational need may be provided with:

- Specialist teachers and access to teaching assistants to enable appropriate access to the curriculum via in-class, small group and individual support.
- Individualised teaching programmes designed to meet the needs of each particular child.
- Specialist equipment.

Ribblesdale School is fully inclusive and aims to include pupils with special educational needs into all the activities of the school. In order to meet the specific needs of some pupils there may be occasions when the best solution is withdrawal for specialist intensive programmes to be taught as a small group or occasionally on a one to one basis.

Parents and pupils will always be involved in discussion when these situations arise and the pupil's welfare will be the major factor considered when decisions are taken.

#### SECTION 4: A GRADUATED RESPONSE TO SEND SUPPORT

Ribblesdale School's response to SEND expresses principles central to the SEND Code of Practice (0 – 25):

- Follows the Graduated Approach to SEN Support laid down by the SEND Code of Practice (0 – 25)
- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants and specialist staff.
- High quality teaching, scaffolded for individual pupils, is the first step in responding to pupils who may or may not have SEN.
- There should be an assessment of a pupil's needs, followed by interventions and an evaluation of the effectiveness of the intervention.
- Provision for a SEND pupil should carefully match the nature of their needs.
- Additional intervention and support cannot compensate for a lack of high quality teaching.
- Ribblesdale School regularly and carefully reviews the quality of teaching for all pupils. This includes reviewing and sometimes improving the teachers' understanding of strategies to identify and support vulnerable pupils.
- In order to decide whether to make specialist provision, an initial concern checklist is completed by the pupil's teacher and sent to the SENDCo. Information will be gathered and then, following consultation with parents/carers, a range of assessments will be carried out. If further intervention is deemed necessary, a meeting will be held with parents/carers. Any strategies indicated will be included in a Pupil Passport which, once agreed by parents/carers and the pupil, will be distributed to all appropriate staff.
- The Pupil Passport will be reviewed three times a year. This forms the basis of the ASSESS-PLAN-DO-REVIEW process as outlined by the SEND Code of Practice (0-25).
- Where higher levels of need are identified, specialist assessments will be requested from external agencies and professionals.

## Specialist Staff

Mrs H Murphy	SENDCo, BSc (Hons) National Award for SEND (NASC Award),
Mrs H Dearden	Assistant SENDCo
Mrs J Wrigley	SEND Liaison Manager
Mrs L Simpson	Provision and Intervention Co-ordinator
Ms R Hussain	Special Educational Needs and Disability Officer (Lancashire SEND)
Mrs J Stanley	Specialist Teacher (HI)
Ms P Vinther	Specialist Teacher (VI)
Dr S Reilly	Consultant Paediatrician
Miss L Cooke	Trainee Educational Psychologist (Lancashire SEND)

## SECTION 5: MONITORING AND EVALUATION OF SEND

### *SUCCESS CRITERIA*

We are committed to the principle of self-evaluation in order to:

1. Ensure the pupils make progress.
2. Support the ethos of the school
3. Improve efficiency and effective deployment of resources
4. Enhance quality of provision.
5. Improve standards.

### Send Records

The school SEND records will collate and record the school's responses at all stages and information collected at review meetings will be included. An appropriate combination of the following information regarding individual pupils will be available in school for scrutiny at any time:

- Special Needs List
- Description and nature of pupil's difficulty (SIMS/SEN Pupil Information)
- Teaching/Learning strategies to be adopted (SIMS/SEN Pupil Information)
- Pupil passports and evaluation
- Reviews
- Reports from other agencies

### Quantitative Judgements

- Evaluating the performance of SEND pupils in internal assessments and GCSE
- Examinations, particularly in relation to targets
- Monitoring of numbers and movement of pupils on the SEND List at the various stages
- Monitoring of the range of different needs on the SEND List
- Use of whole school tracking systems in every curriculum area by all staff to identify the progress of SEND pupils
- Monitoring of reading, spelling and numeracy scores

- Monitoring parental involvement through attendance at reviews and parents' evenings
- Use external validated data and internal data analysis
- Evaluating Pupil Passports

#### Qualitative Judgements

Qualitative judgements of success include:

- Pupil voice using a Learning Support evaluation form
- Staff voice
- Active participation in discussions relating to movement of pupils through flexible grouping or set changes.
- Evaluating concerns and comments from colleagues.
- Evaluating achievements in relation to targets set in the annual Learning Support and whole school development plans.
- Monitoring teaching and learning strategies through the whole school appraisal system. This includes lesson observations within the Learning Support department, other departments and by senior management.
- Reviewing the effectiveness of individual pupil targets by subject through annual review procedures, which invite staff to comment on existing targets, and by suggesting new ones.
- Parental and pupil comments and contributions at reviews and through questionnaires.
- Parental feedback through comments cards, letters, and Synergy System.
- EPS, Advisor and LEA feedback
- Ofsted parent questionnaires and reports.
- Involvement in the LEA SEND Reviews
- Evaluation of our systems.
- Pupil and Parent questionnaire responses.

#### SECTION 6: SUPPORTING PUPILS AND FAMILIES

- Parents will be guided towards the LA Local Offer.

The Lancashire Local Offer gives children with SEND and their families information about the support services the local authority provides. This includes access to impartial advice from the SEND Information, Advice and Supports Services.

The LA Local Offer can be accessed here:

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

- The School's SEND Information Report is published on the school website.

The SEND Information Report can be viewed on our website:  
([www.ribblesdale.org/SENInformationReport](http://www.ribblesdale.org/SENInformationReport))

- Lancashire SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service)
- The SENDCo will identify pupils in Year 9 to be tested to assess whether they are entitled to access arrangements for GCSE examinations. If they meet the examination board criteria, evidence of their normal way of working will be requested from their teachers, a Form 8 or Form 9 completed and an application made to the Joint Council for Qualifications (JQC). Parents, pupils and teachers will be informed of the outcome of this application.
- Ribblesdale School's policy on Supporting Pupils with Medical Needs.

## SECTION 7: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

- Ribblesdale School recognises that pupils at school with medical conditions should be properly supported so that they can have full access to education including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

## SECTION 8: TRAINING AND RESOURCES

SEND at Ribblesdale School is funded through the school's delegated budget.

Some pupils with EHC Plans receive Top Up funding from the LA which is incremental according to their assessed needs.

Continuing Professional Development Policy (CPD) will be available in respect of SEND for whole school, departmental, individual members of staff, trainees, TAs and pupils. The SENDCo delivers regular SEND training including training on the school's SEND systems. The provision of other training will be allocated where there is deemed to be a recognised need and will be in accordance with the school's CPD policy. It will be delivered by one of the following:

- SENDCo /Assistant SENDCo
- Individual members of staff within the school who have a designated specialism
- Local Authority Support Services (Lancashire SEND)
- External consultants and or trainers

The school's SENDCo engages with a range of professional networks and Local Authority training opportunities to stay informed about local and national developments in SEND. The SEND Department links with the SENDCos of local primary and high schools.

## SECTION 9: ROLES AND RESPONSIBILITIES

- SEND Governor: Mrs B Matterson
- SLT Lead: Mr Paul Edge
- SENDCo: Mrs Hannah Murphy
- Assistant SENDCo: Mrs H Dearden
- SEND Liaison Manager: Mrs J Wrigley
- Provision and Intervention Co-ordinator: Mrs L Simpson
- Level 3 Teaching Assistants
- Level 2 Teaching Assistants/Learning Mentors

## SECTION 10: DEALING WITH COMPLAINTS

Parents are partners with the school and are welcome to query decisions made by the school through the school's designated channels as laid down in the school documentation. The Local Authority complaints procedure adopted by Ribblesdale School will be followed. If on pursuing complaints 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 at this point they do not agree with the school's and Local Authority's decision, they have the right to appeal to the authority's SEND Tribunal.

## SECTION 11: LINKS WITH OTHER SCHOOLS

Our partner primary schools are a supportive and welcome contact. Regular liaison through involvement in annual reviews and transition meetings takes place through the Learning Support Department and Year 7 Pastoral Team as well as 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 every term and meetings are held for Lancashire SENDCos three times a year where information is disseminated, and best practice shared.

## SECTION 12: LINKS WITH SPECIALIST AGENCIES

The school works closely with other agencies to focus on the identification and provision for those children who have an educational need. 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 Parent Partnership
- Ethnic Minority Achievement
- Lancashire Education Medical Services
- Speech and Language Therapy
- Sensory and physical impairment (IDSS)
- Emotional and behaviour support

- Social Care
- Health Services
- East Lancashire Child and Adolescent Services (ELCAS)
- Early Help
- Colleges and Primary Schools

Date established by governing body: Spring 2026

Date for review: Spring 2027