

SEN and Disability

Local Offer: Secondary Settings

Mainstream, Short Stay Schools, Special Schools
and Academies

Name of School: Ribblesdale School

School Number: 11113

School/Academy Name and Address	Ribblesdale School		Telephone Number	01200 422563
	Queens Road		Website Address	www.ribblesdale.org
Clitheroe				
Lancashire				
BB1 1EJ				
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	x			
What age range of pupils does the school cater for?	11-16			
Name and contact details of your school's SENCO	Mr Simon Hughes			
	01200 422563			
	shughes@ribblesdale.org			

We want to ensure that we keep your information up-to-date. To help us to do this, please provide the name and contact details of the person/role responsible for maintaining details of the Local Offer for your school/academy.

Name of Person/Job Title	Mr Simon Hughes		
	SENDCo		
Contact telephone number	01200 422563	Email	shughes@ribblesdale.org

Promoting Good Practice and Successes

The Local Offer will give your school the opportunity to showcase any good practice you have around supporting children with Special Educational Needs to achieve their full potential. If you have any examples of good practice or success stories, we would encourage you to include these on your Local Offer web pages. For reasons of confidentiality, please do not include a child's full name in any case studies you promote.

I confirm that our Local Offer has now been published on the school/academy website.

Please give the URL for the direct link to your school's Local Offer	www.ribblesdale.org		
Name	Ribblesdale School	Date	Spring term 2023

Accessibility and Inclusion

What the school provides

- Ribblesdale School was built to accommodate fewer than the current average number of pupils. The accommodation is spread over seven blocks and main school. All buildings and blocks are two storeys. There is no wheelchair access to the upper storeys in most buildings and the stairs can be congested during lesson changeover periods.
- Corridors are, in places, quite narrow. Without careful planning there would be potential for congestion at lesson changeover times in some areas.
- An audit of the environment can be completed prior to the entry of any pupils who have physical needs. Recommendations and reasonable adjustment will be implemented where possible and the school environment will be kept under scrutiny for change.
- An audit of the auditory environment has shown good acoustics in some areas of school which are carpeted with window blinds and wall displays. The dining rooms, main hall and sports hall have poor acoustics.
- School policies are available in a print format from school and from the school website. All policies can be downloaded and adapted as necessary.
- The school does not use height adjustable tables as a general rule. There are adjustable height chairs available around in some locations school.

Teaching and Learning

What the school provides

- The SENDCO works with all staff to ensure that pupils who may need different support to that normally found within the classroom are identified as early as possible.

This will be supported by:

- Primary liaison with feeder primary schools during the summer term to identify those pupils currently at SEN Support and with an Education, Health and Care Plan.
- Specific pupils are assessed using standardised tests for reading, writing, spelling, mathematical ability and cognitive processing.
- Identified pupils are assessed using standardised tests for reading, writing, spelling, mathematical ability and cognitive processing.
- Updates made annually or more frequently if indicated. The school will refer to external agencies for assessment or diagnosis as appropriate following consultation with parents/carers.
- When assessing pupils for special educational needs the methods below are the main identification tools used by the school:
Staff concern
Parental concern
Dyslexia Screener
Dyscalculia Screener
SNAP Assessment
LUCID Assessment
CTOPP2 Assessment
DASH Assessment
WRAT 5 Assessment
Whole school monitoring systems
Pupil concern
- The 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 differentiated approach. The school will take into account the views of parents when assessing and meeting the needs of pupils with SEND.

- **Classroom based support and intervention can take place in one to one, small group or whole class settings. Subject based intervention is usually provided by subject specialist staff. Classroom based support is available through a team of experienced teaching assistants. Intervention can take place during, before and after the school day.**
- **Literacy intervention is available through timetabled lessons and activities and is a priority of the school designed to promote independent learning and curriculum access. There are desktop PC's and devices available in school to enhance the learning process and to assist identified pupils with handwriting and recording difficulties. There is a range of equipment available within school for pupils with visual difficulties. School will consult staff from a variety of external agencies to advise and support across the range of SEND.**
- **Each teaching and non-teaching member of staff is given relevant training. Specialist nurses and agencies are able to provide advice and strategies for teaching pupils with SEND and medical conditions.**
- **Updates are made available to staff by the SENDCO, via SIMS/Synergy, staff briefings, emails, Microsoft Teams or face-to-face meetings. External training is available to support staff.**
- **Within the SEND team, staff have a range of specialist skills. These include expertise in ASD, ADHD, VI, HI, Speech and Language, Numeracy (some to advanced qualifications).**
- **Training and staff development is given in-house and externally where needed.**
- **School works within the examination board guidelines to put in place access arrangements that are appropriate and meet the needs of the individual pupil.**
- **Individual teachers are responsible for making lessons accessible to all.**
- **Every child in Year 10 has the opportunity to take part in work experience. The SENDCO liaises with the IAG and the work-related co-ordinator responsible for work experience to provide appropriate placements for pupils with SEND. There are opportunities for vocational courses for pupils with SEND where appropriate.**
- **Attendance, progress, behaviour and engagement is monitored and reported regularly, ensuring the quality of provision. Safeguarding all pupils effectively is a school priority. Offsite provision, when utilised, will be monitored carefully with reference to appropriate outcomes in line with expectations.**

Reviewing and Evaluating Outcomes

What the school provides

- All Education, Health and Care Plans are reviewed on an annual basis with interim reviews being convened as appropriate. Annual reviews are carried out in line with statutory guidance for reviews.
- **Advice is provided by the school, external agencies, the pupil and the parent/carer.** Documentation is shared in advance. Summary advice is sent to the LEA. Pupils are always encouraged to participate in their meetings.
- The progress of other pupils with SEN is monitored in line with school assessment procedures. Internal tracking systems are used to highlight progress of individuals as well as identified groups.
- Progress data is shared with parents three times each year (two interims and one full report), in written format as well as face-to-face at parents' evenings where the SENDCO is available.
- The SENDCO is available to discuss individual pupils at any point, usually by appointment, to ensure privacy and confidentiality. Close liaison with parents is essential to progress and parents are invited to contact the SENDCO by email or telephone.
- The effectiveness of our provision is measured in the progress that individuals and groups of pupils make over time. The school is required to measure progress using nationally agreed standards and criteria, as well as progress against individual social, emotional or behavioural targets.

What the school provides:

- We adhere to all school policies and refer to the school's Designated Safeguarding Leads for all safeguarding issues. Full risk assessment for specific pupils is made and stored safely in school when a place at school is confirmed. This is subject to regular review and/or when needs change.
- Where necessary, specific arrangements are made for vulnerable pupils at the start and end of the school day. Liaison with primary school, parents and other agencies enable school to plan for these transitions effectively. This usually involves pupils being met from the school bus and taken to the school bus, picked up from school reception or pupils making their way to the Hub or Pastoral Coordinator's office. The drive is towards achieving appropriate independence for all pupils. Visual strategies are often helpful in supporting pupils at these times.
- The Hub provides a safe-haven and supervised support for children at break and lunchtimes. Pupils may also access the Learning Resource Facility where homework and supported literacy activities take place. There are also subject homework clubs and games clubs available.
- All school trips are processed through the "Evolve" system and risk assessments are attached to forms, checked by the EVC and delivered by group leaders/responsible staff. Risk assessments are completed for all school trips and pupils with SEND are identified specifically and their needs described. Strategies for supporting these pupils are shared with the accompanying staff. Pupils are sometimes accompanied by teaching assistants who have excellent knowledge of specific pupils. However, teaching assistants positively encourage independence wherever it is safe to do so.
- School policy on safeguarding is clear. It is inclusive, comprehensive and specifies additional requirements for SEND pupils.
- The school's anti-bullying policy is available by a direct link on the school website and hard copies are available on request.

Health (including Emotional Health and Wellbeing)

What the school provides

- Medication is routinely administered by trained First Aiders but in emergencies may be authorised by members of SLT.
- All medication is held securely in a central place in Student Services. For the safety of the whole community, pupils are not allowed to carry medicines in school.
- Medications are all clearly labelled to identify the pupil to whom it belongs. Names are checked carefully, instructions followed, and a record of any administration is noted.
- Instructions for administration are kept with the medication/Care Plan.
- All medication is checked regularly for expiry dates, and parents contacted for replacements if necessary.
- Some rescue medications require refrigeration. These are kept in a clearly marked area of the refrigerator.
- A Care Plan is drawn up in conjunction between the parents, child and medical professional. The school nurse carries out a home visit and a meeting is called in school at which the plan is agreed and signed by responsible staff.
- Care Plans are held centrally in Student Services. They are reviewed by the School Nurse at least annually or if circumstances change.
- Staff are briefed by the school nurse about pupils with medical needs. Additional training for staff or first aiders is arranged via the school nurse, or specialist nurse practitioners.
- In the event of a medical emergency, the member of staff is instructed to make an initial assessment and contact a first aider. The first aider will make the decision regarding treatment on the spot, or whether to call for an ambulance. The Headteacher is contacted immediately. In the event of a serious incident an ambulance is called immediately, along with the emergency contact adult.
- The school does not have any health professionals or therapists in residence. The school has a part time counsellor. Any service can

make an appointment to visit a pupil on site, with parental permission and subject to the school's safeguarding protocols.

- **There are visits from the Speech and Language services, SEND Teachers of the Visually Impaired, Teachers of the Deaf, ELCAS caseworkers, Educational Psychology Service and other Specialist Trained staff.**

Communication with Parents

What the school provides

- **The school website provides contact email addresses and telephone numbers for general enquiries. Full details on how to contact staff, and which member of staff is the most appropriate contact are given on the website.**
- **At the transition meeting for new starters to the school, key staff members are introduced to parents and pupils.**
- **Staff contact all feeder schools during transition. Details about the school and how to contact us are left with feeder schools.**
- **Additional contact days are made available for Year 6 pupils to come and experience a working day in our school.**
- **The school hosts annual open and parents' evenings. We also offer a range of transition events, at which key members of the SEND team are available.**
- **We have an open-door policy but cannot guarantee key staff will be able to see parents without an appointment. In an emergency the Senior Leadership Team will endeavour to respond to the situation quickly and effectively. Tours of the school, including during the ordinary working day, are available on request.**
- **Interim assessment is formally reported to parents at regular intervals throughout the school year. Additional contact is expected and routinely made if there is an area for concern or celebration.**
- **Feedback is actively pursued by pupil voice, parent communications and subject specific responses. School practice is adjusted and reformed in the light of this feedback.**
- **There is a strong parent representation within the School Governing Body.**

What the school provides:

- **Staff appointments involve a pupil panel which meets with candidates, asks prepared questions and feeds back information to the appointments panel.**
- **The school has an active buddy system running across the year groups, enabling older pupils to support and mentor younger, more vulnerable pupils.**
- **Ribblesdale School has a strong pupil voice system; pupils are asked to complete a pupil voice questionnaire 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 citizenship and enrichment programmes, designed to develop pupil's life experience.**
- **Parents are encouraged to complete feedback information sheets and questionnaires after visits to school, parents' evenings as well as website feedback.**
- **Parents are consulted regularly on key issues.**
- **Pupils with additional needs are able to make their views known through the pupil's advice during Annual Reviews, as are parents.**
- **The constitution of the Governing Body requires parents to be represented on the body. When a vacancy arises or a term of office expires, vacancies are advertised via the website and by letters home. Parents then apply for the vacant positions as set out under the constitution.**
- **The Home/School agreement is signed at the start of each academic year and explicitly supports safety and safeguarding for all.**
- **There is a governor linked with SEN who reports back to the full Governing Body.**
- **Reports emphasise the involvement of key agencies and the impact in each case. There is regular, comprehensive review of provision.**

What Help and Support is available for the Family?

What the school provides

- **Administrative support is supplied via the main school office on request. The key staff worker is identified and assigned according to need.**
- **A designated member of staff ensures that impartial careers advice and guidance is delivered to pupils. A wide range of external agencies and colleges are invited into school to assist in this delivery. Vulnerable pupils receive one-to-one advice and guidance as required by statute.**
- **Year 11 pupils are given support in completing application forms for college, training or employment.**

Transition from Primary School and School Leavers

What the school provides

- **The school works with feeder primary schools and IAS from Year 5 through to arrival in Year 7.**
- **The school holds an Open Evening each year in September and parents are encouraged to attend. Follow up meetings are offered on a one to one basis with the SENDCO, following Open Evening.**
- **Transition visits start in the spring term for some pupils, following early liaison with feeder school.**
- **Individuals and small groups of pupils are given increasing access to the school, via pre-arranged visits.**
- **Year 6 pupils are invited to join in Taster Day activities.**
- **All pupils including those with SEND are offered Careers Education Advice Information and Guidance (CEIAG) from a qualified careers adviser.**
- **Local Colleges attend Parents' Evenings from Year 9 onwards, and a specialist Post 16 Evening is held in the autumn term. This is open to any pupil and their parent/carer. Colleges attend assemblies and give presentations.**
- **BRAG events are held for Year 11,10 and 9 pupils. Local schools cluster to provide CEIAG information for pupils. Local colleges and providers attend.**
- **The SENDCO works closely with pupils, parents and external providers to ensure a smooth transition to Post 16 provision.**
- **Additional advice and information is provided to colleges and training providers by the school, with the agreement of the pupil and family.**
- **The school has a dedicated careers library within the Learning Resource Centre, which holds information on many colleges as well as information about employment and training opportunities.**
- **All pupils in Year 10 are given the opportunity to undertake a period of Work Experience.**

- The school actively promotes the work of the Young People's Service, Prince's Trust Achieve Programme, and the Duke of Edinburgh Awards Scheme.

Extra-Curricular Activities

What the school provides

- The school does not offer childcare before or after school.
- Breakfast is available each day from the dining room.
- There is a range of extra-curricular activities available to all pupils. Some charges are applicable e.g. transport costs. The activities include, sport, music, debating and drama.
- The school provides enrichment opportunities from Year 7 - 11, as part of the whole school curriculum.
- Parents are required to pay for individual music tuition.
- All clubs, activities and trips are available to all pupils, but may be subject to risk assessment.
- Some trips and visits are subject to a voluntary contribution from parents/carers. A small fund is available to cover essential curriculum visits, in cases of hardship.
- Where places are oversubscribed, parents will be informed as to how places will be allocated.
- The school operates a buddy system through which older pupils offer guidance, help and friendship support to younger pupils.
- The school makes the Hub available to 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 Learning Centre for support.