



SEN and Disability

Local Offer: Secondary Settings

Mainstream, Short Stay Schools, Special Schools
and Academies

Name of School: Rhyddings High

School Number: 11105

School/Academy Name and Address	Rhyddings Business and Enterprise School Haworth Street Oswaldtwistle Accrington Lancashire BB5 3BB		Telephone Number	01254 231051
			Website Address	www.rhyddings.co.uk
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details: Moderate Learning Difficulties Specific Learning Difficulties Speech, Language and Communication Needs Autism Spectrum Conditions Physical Needs Behaviour Emotional and Social Difficulties – ADHD	
		Yes		
What age range of pupils does the school cater for?	Rhyddings caters for pupils from the age of 11 to 16 years			
Name and contact details of your school's SENCO	Mrs. Christine Brown Telephone: 01254 231051 Email: brownc@rhyddings.co.uk			

Accessibility and Inclusion

What the school provides

Rhyddings Business and Enterprise School was opened in 1933 to serve the local community as a Technical School. The building is on a number of levels and has two annexes: the technology block and the ROSLA block. Lifts have been installed to provide wheelchair access to the Learning Resource Centre, from the mezzanine floor of the upper corridor to the main building of the school and to the upper floor of the technology block. Ramped access is provided from the main building to the annexes. Moveable ramps are provided to allow entry to classrooms which are accessed by means of a step. There is one marked disabled parking space on the car park at the front of the school. All the classrooms are carpeted which is

beneficial for Hearing Impaired pupils. An environmental audit is undertaken at least once a year to identify and address any potential hazards. Disabled toilets are cited adjacent to the Learning Resource Centre, in the technology block and in a central location within the school. This toilet is equipped with a walk in shower.

Information is given to parents in a number of ways: Information is displayed on the school website. Letters are sent home. Text messages are forwarded to parents/ guardians. In addition a half-termly newsletter is sent home. We can provide information using larger font sizes if requested or translated into another language. The School's Prospectus, Ofsted Report, Newsletters and Policies are displayed on the school's website and can be provided in printed format on request. For parents who are unable to read English, or any other language, bi-lingual staff are able to translate. For parents of children with special needs the SENCO is available to read letters from other agencies and help to make appointments and read through any relevant documentation.

Symbols and pictures are displayed in classrooms and throughout the school to support learning. We work closely with occupational therapists to ensure that those who need it have access to the correct equipment. Moveable ramps and table risers are available as required.

Technology is used to augment the learning experience: Lap-tops, enlarged calculators are provided as required.

Teaching and Learning

What the school provides

At Rhyddings Business and Enterprise School we identify pupils with SEN as early as possible, through contact with our feeder Primary Schools, from the National Curriculum Tests at the end of Key Stage 2 and by assessment at the start of Year 7 using the Cognitive Ability Tests and reading and spelling tests. Throughout the school we monitor and track the progress of all pupils by an ongoing process of planning, teaching and assessment. Pupils with SEN may be identified at any stage of this process during their school life. The literacy skills of pupils identified as having weak levels of cognition are assessed annually. Pupils identified with other needs including behaviour, emotional, social, physical or medical are monitored regularly through liaison with parents, Year Leaders and outside agencies.

Within the classroom we utilise a range of strategies to support our pupils:

- differentiation of the curriculum to match tasks to ability
- grouping of pupils according to ability where this is desirable to ensure that tasks are suitably matched to ability
- use of a range of teaching styles which recognise the individual learning styles of the pupils in the class
- use of teaching assistants to provide additional support across the curriculum
- accessibility to resources to support pupils with sensory or physical

difficulties

- **alternative means of accessing the curriculum through ICT, and use of specialist equipment**
- **peer group support through mixed ability grouping, paired reading and small group work**
- **use of positive behaviour modification strategies**

Where pupils are assessed as having below functional literacy we provide intervention, outside of the mainstream classroom, on a one to one or small group basis, using a range of programmes, including the use of ICT. Pupils who struggle to present with age appropriate behaviour, emotional or social skills are primarily supported by their Year Leader and/ or referred for social skills/ nurture intervention. This is delivered on a one to one or small group basis in our Social Learning Base. The progress of these pupils is subject to regular assessment. If it is considered that insufficient progress is being made in the areas of cognition or behaviour, specialist advice will be sought from: specialist teachers, educational psychology, the family doctor for a paediatric assessment, the East Lancashire Child and Adolescent Service, occupational therapy, medical services or a combination of these. If, after the advised programme has been implemented for a pupil who has complex learning/ medical/ social or communications needs and progress is still not being made, a Common Assessment Framework assessment may be completed and a request for statutory assessment for an Education Health and Care Plan may be submitted.

Each year the staff who will be teaching pupils with low incidence special needs or disability will receive awareness training to ensure the best possible provision is in place. Training (either in house or from a specialist provider) is made available to staff as required. The teaching assistants work closely with the visiting professionals and follow advice given.

The staff specialisms and expertise are as follows:

- **SENCO – Diploma in Severe and Moderate Learning Difficulties, University Certificate (Professional Development, SpLD)**
- **SEN Teacher - Masters Level Post Graduate Certificate in Dyslexia and Literacy
Trained in the Theory and Practice of Nurture Groups
Experience in working with children with Autism Spectrum Conditions**
- **Team of teaching assistants who are highly trained and experienced in working with children displaying a range of special needs including cognitive, speech, language and communication, autism spectrum conditions, physical difficulties including hearing and vision impairment and behaviour, emotional and social difficulties.**

Specialist teachers and health care workers continue to advise and provide training to staff supporting young people as required.

SEN support is offered in a variety of forms. The needs of each pupil is

assessed to ensure the optimum level of support is given. Within the classroom this may take the form of reader, scribe, (re-)explanation and discussion of content, behaviour and/ or emotional support and delivered one to one to a small group. Intervention intended to raise reading and spelling levels is provided away from the mainstream classroom in specialist areas and may be delivered on a one to one or small group basis. Reading accuracy, reading for understanding, spelling, handwriting, speech and language or key board skills may be addressed during these withdrawal sessions. Interventions programmes are also offered to pupils exhibiting delayed or inappropriate behaviour, emotional and social difficulties. Targeted pupils are withdrawn from agreed lessons to work on these programmes or meet with an agency support worker.

At the end of Year 9, pupils identified with literacy difficulties are assessed to determine if they meet the criteria for Access Arrangements which may be granted by the Examination Boards. Support during exams may take any or a combination of the following forms:

- reader
- scribe
- enlarged script
- read aloud
- reader pen
- prompter
- accommodation away from the examination hall
- extra time (in exceptional cases).

Educational progress and outcomes are shared with parents through the school's termly reports which are sent home to parents and through face to face discussion during Parents' Evenings. Parents of students with SEN are kept fully informed of the provision that is being made for their children: Parents receive a copy of the student's Individual Education Plan. Parents are invited and actively encouraged to attend Statement Reviews. The SENCO is available at all Parents' Evenings to discuss the progress students are making towards achieving their targets.

Our SEN pupils are actively encouraged to become involved in activities which mirror working life within the community:

- The pupils taking the catering course have prepared and served afternoon tea to invited visitors.
- Construction students have renovated and improved an allotment area within the community.
- In partnership with a Care Provider and Oswaldtwistle Rotary Club we have established a day café which runs every second Monday for vulnerable elderly residents. Lunch and a range of activities are provided by our pupils taking Health and Social Care.
- Pupils have visited various community gardens in Hyndburn to plan hanging baskets, which were then distributed to elderly residents in the community.
- Pupils are encouraged to explore their talents through the media of live

performances becoming involved in the school productions and radio station.

The SEN provision map indicates in a highly visual manner the extent of SEN provision and intervention provided for our pupils.

Reviewing and Evaluating Outcomes

What the school provides

Each pupil with a Statement or Education, Health and Care Plan has at least one Annual Review per year. Both school and the parents have a right to request an additional review. The review dates are set with the Special Educational Needs and Disability Officer in September. Parents are actively encouraged to attend these reviews and receive a written invitation six weeks prior to the review date and a courtesy telephone call the day before. Review dates and times are flexible to meet the needs of the parents. The local authority representative (Special Educational Needs and Disability Officer) is invited to any review at the request of the parent(s) or where it is considered his/ her expertise is required. The Young Persons' Service Representative is invited to the reviews of Year 9, 10 and 11 pupils. A representative from the SEN department of the post 16 provider favoured by the student is invited to the Year 11 review (or if necessary the Year 10 review) so that additional visits or arrangements can be made to ensure a smooth transition.

The progress of pupils with other SEN support needs is monitored through the school's tracking systems. In addition, the reading and spelling skills of those with literacy difficulties are assessed annually. Pupils in receipt of social skills intervention are assessed using the Boxall Profile, before intervention commences and at least annually thereafter. The progress of these students is considered, further intervention is arranged if necessary or where the pupil has achieved his/ her targets intervention may be ceased and the pupil's continued progress monitored. Where appropriate, in the case of vulnerable pupils without a Statement or Education, Health and Care Plan, and with the agreement of those pupils, a representative from the SEN department of the post 16 provider favoured by the pupils is contacted, the needs of the pupils are discussed with arrangements made for the pupils to visit the provider.

All activities are fully inclusive and any barriers to access are addressed and removed. No educational visit is undertaken unless it is fully inclusive.

Keeping Children Safe

What the school provides

Before any out of school visit is undertaken a comprehensive risk assessment is completed by the member of staff organising the visit. The needs of the pupil with SEND are assessed and reference made to his/ her Care Plan/ Individual Education Plan, if applicable. Pupils who receive one to one support in class are given one to one support on educational visits. The teaching assistant then only has responsibility for that pupil and is not included in the teacher/ pupil ratios for the

group.

Where it is deemed necessary for the safety of the individual pupil or pupils, arrangements can be made for the pupil to be met at Reception by a teaching assistant and returned either to the Reception or to the school gates at the end of the school day.

Wheelchair users who are transported to school by motor vehicle may be driven to the school Reception door where they may alight from the vehicle and enter either through the main Reception or go down the west side of the building to enter the school via one of the pupil entrances.

The Social Learning Base is open before school, during break and at lunch-time to provide a refuge and activities for more vulnerable pupils. A teaching assistant supervises this area at all times. Pupils may eat their lunch in this area and are encouraged to socialise.

In order to ensure the safety of our pupils during unstructured times (before school, break and lunch-times) a rota is in place to ensure staff supervision at strategic points around the school. Staff also supervise the pupils leaving through the gates at the end of the school day.

School takes incidents of bullying very seriously and any incidents of bullying are dealt with immediately. Fortunately it is a rare occurrence. The anti-bullying policy can be found on the school's website at www.rhyddings.co.uk. Alternatively a hard copy is available on request from Reception.

Health (including Emotional Health and Wellbeing)

What the school provides

All medication comes into school in its original packaging. Medication for long term use; such as tablets for ADHD, are handed to the SENCO to be stored in the locked medical cabinet in the SENCO's Office. The teaching assistant supporting the pupil accompanies the pupil to the SENCO'S Office at the agreed time and gives the pupil his/her tablet(s). The teaching assistant records the time the tablet is taken and the pupil signs that s/he has received the tablet(s). Spare asthma inhalers may also be stored in the medical cabinet. All medication is clearly labelled with the pupil's name and stored in its own zip wallet.

High school pupils who are diabetic are proficient in testing their blood sugar level and administering their own insulin when necessary. A sealed container for used needles is kept in the SENCO's Office

When a pupil's needs are such that a Care Plan is required, the SENCO liaises with parents/ guardians, medical workers etc. to draw up a comprehensive Care Plan. This Plan is regularly reviewed. In the case of a pupil with a Statement or Education, Health and Care Plan this is done at the Annual Review. The Care Plan is brought to the attention of all the teaching assistants and staff teaching the pupil and a copy is available on the staff shared area of the intranet.

If a pupil has a medical condition that requires a direct access telephone number to

the local hospital, it is highlighted on the medical Care Plan. The access number is rung then parents/ guardians are contacted. If a medical emergency occurs school will telephone 999 and then contact parents/ guardians immediately. If no contact can be made school will accompany the pupil to the hospital and remain until parents/ guardians are located.

In order to ensure that each pupil obtains the best provision, if a new pupil enters school and staff need training, then outside services will be sought who can deliver training and support. The training may be provided by educational or health services.

The school nurse is on site each Thursday and provides a 'drop in' service for out pupils. The nurse provides health education for our pupils on organised Citizenship days which are timetabled throughout the year.

An East Lancashire Child and Adolescent Service worker visits the school regularly to meet with targeted pupils diagnosed with Attention Deficit Hyperactivity Disorder and to work with the SENCO and year leaders.

Communication with Parents

What the school provides

Parents/ Guardians of young people transferring to Rhyddings in the September intake are invited to a meeting early in July. Here they are introduced to the Head Teacher, the Year Leader Co-ordinator, the Year Leader for Year 7, the SENCO and the Form Tutors. Parents intending to transfer their son/ daughter to Rhyddings at any other time are invited to a tour around the school with their son/ daughter, led by a member of the Senior Leadership Team. They are introduced to the relevant year leader and SENCO. Hence forth the parents are advised to contact the Year Leader or Form Tutor if they have any concerns about their son/ daughter. If they have any concerns with regard to a learning difficulty they are advised to contact the SENCO.

Parents/ Guardians are advised to telephone for an appointment although staff may be available to discuss issues with parents over the telephone if they are free. An interpreter can be arranged if required.

Feedback on progress is delivered in a variety of ways:

- informal
- school reports
- parents' evenings
- annual reviews

Home/ school liaison between the parents/ guardians of pupils with SEN and the SEN Department can take the form of a home/ school diary. Parents/ guardians are encouraged to telephone or email if they have concerns or require frequent updates on their offspring's progress/ behaviour.

Prospective parents/ guardians and parents/ guardians of pupils already attending Rhyddings are invited to visit the school during the Open Evening and/ or Morning which are held in September. Guided tours of the school during the school day are available on request.

Parents/ Guardians may give feedback to the school via the school's website (www.rhyddings.co.uk), in writing to the Head Teacher or informally over the telephone.

Working Together

What the school provides

The School Council has been running for a number of years. Each form elects its own representatives who then pass on the view of their peers following discussions.

Parents/ Guardians who wish to speak about any aspect of their son/ daughter's education may make an appointment to meet with the Head teacher.

There are four parent governors at Rhyddings Business and Enterprise School.

The school is committed to working with outside agencies for the good its young people and their families. The school nurse is a regular visitor in school and attends Tam Around the Family Meeting when appropriate. The school works closely and co-operatively with Children's Social Care. The school hosts Child in Need Meetings, Care Planning Meetings and Team Around the Family Meetings which are attended by the Year Leaders and SENCO (where appropriate).

The school works closely with parents/ guardians of pupils who are disengaging from school. Year leaders may invite parents/ guardians into school to discuss strategies which may help their offspring to re-engage. The young person may be put on a Report Card to monitor his/ her progress or on a Pupil Support Plan.

What Help and Support is available for the Family?

What the school provides

School is committed to working with the families who need support. Year Leaders and the SENCO are available to assist parents/ guardians in completing official forms and paperwork concerning the welfare of their offspring. When needed and wherever possible bi-lingual support is given.

Support is given to families trying to access benefits or Disability Living Allowance.

Transition from Primary School and School Leavers

What the school provides

School works closely with feeder primary schools. Many pupils from our feeder primary schools attend Rhyddings for taster lessons during Years 4, 5 and 6. Subsequent to pupils being allotted places at Rhyddings, relevant staff from Rhyddings liaise with the Year 6 teachers and SENCOs in order to ensure a smooth transition for all pupils. Discussions ensure that appropriate support and resources

are in place for SEN and vulnerable pupils for the start of term. Risk assessments and environmental audits are carried out prior to starting in September. A day is set aside, prior to the Year 6 transition day, when these students are invited into school to meet with their year leader and members of the SEN team. They are also buddied with students from lower school who will help them to settle into their surroundings. Teaching assistants, who will support the SEN and vulnerable pupils during Year 7 are assigned to them for the Year 6 transition day. All students transferring to Year 7 are invited to attend the school's Summer School.

School works closely with the Young Peoples' Service and post 16 providers of education to ensure a smooth transfer of our young people into tertiary education. Arrangements are made for our young people to visit local colleges and 6th forms. Providers of tertiary education are invited into school to make our young people aware of courses which are available. Parents/ Guardians are also invited to these events. Our Careers Officer works with our young people to ensure that each pupil has made at least one application for a place at college/ 6th form. With the agreement with our young people, colleges/ 6th forms are made aware of their needs. The Young Peoples' Service Worker meets with our Year 9 and 11 pupils (who have SEN) prior to their Annual Review to discuss their post 16 options S/ He is invited to the Year 9, 10 and 11 Annual Review.

Extra Curricular Activities

What the school provides

Rhyddings encourages all its pupils to develop their talents and realise their potential in all areas: academic, artist and sport.

Rhyddings offers a Summer School place to all pupils transferring to Year 7 in September.

Activities are offered to all our students during the Summer holidays. Some of these incur a small cost.

Residential trips to Lockerbie and Wales are offered to our lower school pupils. Our upper school pupils have the opportunity to visit places such as London and Amsterdam. Costs are kept to a minimum and may be paid by instalments.

Evolve has been created to combine art, creative writing and learning, dance, drama, digital arts, media and music to equip students with a range of skills for life, future education and cultural experiences. Pupils are encouraged to take an active role in these activities both in and out of curriculum time.

Our PE Department offer a range of sporting activities after school including football, cricket, rounders, netball and basketball.

The Social Learning Base is open before school, during break and at lunch-time to provide a refuge and activities for more vulnerable pupils. A teaching assistant supervises this area at all times. Pupils may eat their lunch in this area and are encouraged to socialise.

Every effort is made by the pastoral staff at Rhyddings to ensure that each pupil is

happy and enjoys the friendship of his/ her peers. To this end Year 7 form groups are carefully engineered to ensure every pupil knows at least one other pupil and is comfortable in their company. Students transferring part way through the year are buddied up with a like minded pupil.