



Ribston Hall High School



Information for Parents

How does the school identify SEND?

All students at Ribston Hall High School are monitored closely by their Teachers and Tutors who liaise with the Head of Year as appropriate. Teachers and Heads of Year regularly monitor and assess students' progress and meetings are held to discuss individual need.

If a parent or member of staff has a concern about an area of development of a student their first point of contact is the Head of Year, who in turn will alert the SENCO. The SENCO will identify appropriate reasonable adjustment to be put in place to meet the needs of the student causing concern. Listening to the parents' concerns, the student's views as well as staff views will be an important part of identifying appropriate provision to meet the student's needs. If over time the student continues to struggle, the SENCO will next refer the Local Authority guidance criteria for identifying special educational needs.

If the student has an identifiable special educational need the parents must be consulted.

Where a student moves to the school with an identified special educational need all records are transferred from the previous educational establishment and, if appropriate, contact is made with external support agencies. We also liaise closely with parents and the previous school about areas of need and any information we need to be

aware of to ensure that provision is correctly in place for each student in school.

How will the school support my child?

Your child's education will be overseen by Teachers and Form Tutors. They will oversee, plan and work with each students with additional needs in the class to ensure that progress in every area is made. Our SENCo oversees all support and progress of any student requiring support that is different from, or in addition to, that which is provided for all other children. Our SEND Register identifies a student's type of special educational need and the provision to meet those needs.

Through consultation with parents, student and staff the SENCO will consider, where appropriate, setting up an individual plan known as a 'My Plan'. The My Plan will set out clearly the student's individual needs and outcomes will be identified. Actions will also be agreed to support the student with achieving the outcomes set. These will be reviewed in a timely manner.

What specialist services are accessed by the school?

To further help your daughter/son, our SENCo may request involvement any of the following support services with parental agreement.

- Advisory Teaching Service.
- Educational Psychologist
- Behaviour Support Service

- Occupational Therapist Service
- Targeted Support Team.
- Speech & Language Therapist
- School Nurse
- Paediatrician
- Children's Mental Health Service

The school will work jointly with these agencies and implement advice provided. Some students may benefit from a more comprehensive detailed individual plan called a '**My Plan Plus**'. Parents and students are always involved in this and it is reviewed.

Where a student's special educational needs become significantly more complex and the student requires a much higher level of additional support which cannot be met through the 'My Plan Plus', the school will consider, with advice from the specialist services, requesting Statutory Assessment from the Local Authority. This may result in the student's 'My Plan Plus' being replaced by the Local Authority's more comprehensive Education, Health and Care Plan [EHCP]

Where a student transfers to our school with an Education Health and Care Plan [EHCP] the School will meet the needs of the student as identified in the EHCP and this will be reviewed annually.

How will the curriculum be matched to my child's needs?

All work within class is pitched at an appropriate level so that all students are able to access learning according to their specific needs. Quality First Teaching (QFT) measures are used to ensure that any barriers to learning are removed by the environment being altered and the teaching being matched to individual needs.

How will I know how my child is doing?

In addition to any above mentioned reviews, there are Parents' Evenings during the year and reports are written throughout the year for all students. Please check the calendar for when the Subject Report is written for each year group.

What support will there be for my child's overall well-being?

In addition to support received for academic subjects, there is a range of pastoral support available. Each Year has a Head of Year and these are supported by The Wellbeing Team, led by Mrs S Brewster. Each tutor group has regular PSHE lessons and assemblies which cover many aspects of physical and emotional health and wellbeing.

How accessible is the school environment?

The school site is wheelchair accessible on the ground floor in all areas, there are lift facilities in the Whitaker building to both floors. There are changing and toilet facilities on the Ground Floor. All students have the right to access trips and visits. For those students with additional needs or special educational needs, alternative provision can be made, for example additional adult support, alternative travel arrangements, or alternative arrangements for the administration of medicines.

How will the school support my daughter /son's transitions to a new setting?

We work closely with other schools and colleges to ensure a careful transition plan is arranged when your daughter/son moves between educational settings. When a student moves to a different educational setting, all medical and SEND information is passed on in an appropriate manner. This may include a meeting with the SENCO at the new setting or a visit with the student, if this is feasible. Students with complex needs will have Annual Review and 'My Plan' meetings to which a representative from the new setting can be invited if this is appropriate and if sufficient notice of a move is given. Where appropriate, additional provision will be put in place such as a transition booklet, extra visits, social stories or sessions with the SENCO to prepare the student by looking at maps of the school, the uniform etc.

Parents and the young person are always involved in this.

What training is provided for staff who work with children with SEND?

There is whole-staff training in matters such as First Aid and general SEND training. More specific training is given if the need arises or a student joins the school with a specific need that Teachers need to be aware of and know how to meet. Training on technologies that can help to meet needs of student with SEND is also provided as on-going professional development.

How are the school's resources allocated and matched to students SEND needs?

We ensure that all students who have SEND have their needs met to the best of the School's ability with the funds available. The Wellbeing Team holds a small bank of laptops that can be provided to students whose identified needs suggest this might benefit them. Should the need be identified for additional resources to help students with more complex needs overcome barriers to learning, this

is discussed by the SENCo, Head of Year and the Headteacher, in consultation with external agencies where appropriate

Who do I see if I am worried?

In the first instance you should ask to see your daughter/son's Head of Year. If you are still concerned you can make an appointment to meet directly with the SENCo. If you feel matters are still not resolved, you can make an appointment with the Headteacher to discuss your concerns.

Further support

You can also access support from SENDIASS Gloucestershire - Special Educational Needs and Disability Information Advice and Support Service (see below)

More Information

Contact the school office on: 01452 382249

Email: rhhs@ribstonhall.gloucs.sch.uk

Visit our website on:

<http://www.ribstonhall.gloucs.sch.uk>

SENDIASS Gloucestershire - Special Educational Needs and Disability Information Advice and Support Service

SENDIASS Gloucestershire provides free, confidential, impartial advice and helps parents play an active and informed role in their child's education.

SENDIASS has a freephone telephone helpline 0800 158 3603 which is available Monday to Friday 9.00 am - 5.00 pm all year round. Callers who are using a mobile phone can dial 01452 389345 as an alternative. You can also contact the service by email: sendiass@carersgloucestershire.org.uk A link to our website can be found here:

www.sendiassglos.org.uk

The service operates a 'self-referral' process. However, on occasions it may be considered appropriate for a professional to make contact with the service on behalf of the parents/carers or young person. The service will act upon such requests only on the full understanding that consent has been given.

SENDIASS Advisers can:

- Provide information and advice on the telephone
- Meet you in person to discuss your concerns
- Help you to prepare for meetings
- Support you to attend meetings
- Help you to prepare for transport, exclusion and admissions appeals
- Support you to attend transport, exclusion and admission appeal hearings
- Help to explain reports written by professionals
- Explain the Education, Health and Care Needs Assessment process
- Provide a range of written literature
- Provide advice on matters such as SEN support, starting or changing schools, attendance, bullying, home to school transport, exclusions
- Help you to prepare for Special Educational Needs and Disability (SEND) Tribunals
- Signpost to other sources of help

Main Office: Messenger House (2nd Floor), 35 St.

Michael's Square, Gloucester, GL1 1HX.

Social Media: Facebook - Sendiass

Gloucestershire Twitter - @sendiassglos

