

## Special Educational Needs (SEND) Information Report

**Dear Parents and Carers,**

This report explains how we support pupils with special educational needs and disabilities (SEND) at our school and how our SEND policy works in practice. For full details, please see our SEND policy on the school website.

### 1. Types of SEND We Support

We support pupils with needs in one or more of the following areas:

#### Communication and Interaction

- Autism Spectrum Disorder (ASD)
- Speech and language difficulties

#### Cognition and Learning

- Specific learning difficulties (e.g. dyslexia, dyspraxia, dyscalculia)
- Moderate learning difficulties

#### Social, Emotional and Mental Health

- ADHD
- ADD

#### Sensory and/or Physical

- Hearing impairment
- Visual impairment
- Physical impairment
- Multi-sensory impairment

### 2. SEND Staff and Expertise

**SENCO:** Andy Barnard [ab@ribstonhall.gloucs.sch.uk](mailto:ab@ribstonhall.gloucs.sch.uk)

Our SENCO is Andy Barnard, you can contact him via email ([ab@ribstonhall.gloucs.sch.uk](mailto:ab@ribstonhall.gloucs.sch.uk)). Andy embarked on the NASENCO qualification when appointed to this role in 2022 and completed this qualification through Best Practice network and Bath Spa University. Using a national provider ensures that examples of best practice across the country are used in work within school. Andy specialised in communication and interaction during this course, specifically looking at neurodiversity in girls and the challenges that masking can bring to identification. Andy

undertakes his role as SENCO alongside his duties as a member of the school's senior leadership team.

**Assistant SENCO:** Katie Howells

Our Assistant SENCO is Katie Howells. Katie joined the school in September 2023 and leads our workzone provision in school, alongside our teaching assistant. Katie brings a wealth of experience to the school, having worked with many children in a range of roles in education and childcare. Her experience of working in a local Special School focusing on communication and interaction needs has provided an excellent understanding of the needs of the students and Ribston Hall

### **Additional Support**

We work with a range of specialists when needed, including:

- PATOSS-qualified assessor
- Advisory Teaching Service
- Educational Psychologist
- CAMHS, TIC+, hospital education services, and other local agencies

INSET training for all teaching staff in September utilized the Education Endowment Foundations guidance report

([EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf](#) ([d2tic4wvo1iusb.cloudfront.net](#))). This training focused on the curriculum sequencing for SEND, and centred on the expectations of staff around three of the main recommendations:

- Creating a positive and supportive environment for all students without exception
- Building on holistic understanding of your students and their needs
- Ensuring all students have access to high quality teaching.

Supplementary training for staff teaching students with Autism was also offered last academic year, led by the advisory teaching service, and a further suite of bespoke staff training will be available during the academic year.

We use specialist staff for assessing needs and implementing support plans. The Advisory Teaching Service supports us with individual students. In addition, our experienced Educational Psychologist provides formal assessment and guidance, and we work closely with Gloucester hospital education service, CAHMS, TIC+ amongst other agencies across the county.

### **3. What Should I Do If I Think My Child Has SEND?**

If you have concerns, please contact:

- Your child's Head of Year, or The SENCO or Assistant SENCO

We will:

- Gather information from teachers and your child
- Meet with you to discuss strengths and needs
- Agree next steps and outcomes together
- Record and share decisions with you

If SEND support is required, we will confirm this in writing and add your child to the SEND register.

#### **4. How Does the School Identify SEND?**

Teachers closely monitor progress and use high-quality teaching to address any gaps. If concerns continue:

- The SEN and pastoral teams will review progress
- Observations and student data will be considered
- Parents will be contacted to discuss concerns

A decision will then be made about SEND support, and you will be informed in writing.

#### **5. How We Monitor Progress**

We use the **graduated approach: Assess – Plan – Do – Review**

- Clear outcomes are set
- Baseline assessments may be used
- Progress is reviewed regularly
- Support is adapted as needed

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

Some pupils may no longer need SEND support if sufficient progress is made; others may continue through further review cycles.

## **6. How Parents Are Involved**

You will receive:

- **Four progress reports each year**
- **Three SEND reviews annually** (approximately every 12 weeks)

Reviews may take place face to face, by phone, or via email and will:

- Review progress
- Agree outcomes and support
- Clarify actions for school, parents, and pupils

Written records will be shared with you and relevant staff.

## **7. How Teaching Is Adapted**

Teaching is tailored to individual needs. Support may include these elements, that are shared in our SEND provision map:

- A pupil passport shared with staff
- Adapted teaching methods or lesson content
- Extra processing time and pre-teaching of vocabulary
- Adapted resources and recommended aids
- Teaching assistant support (one-to-one or small group)

## **8. Inclusion in School Life**

All pupils can take part in:

- Extra-curricular activities
- School trips, including residential

Reasonable adjustments are always made to ensure full inclusion for all students, regardless of SEND needs.

## **9. Transitions and Preparing for Adulthood**

We support pupils at key transition points by:

- Sharing information with new schools or settings (with consent)
- Meeting parents of incoming pupils
- Working closely with feeder primary schools

We also provide guidance on further education, employment, independent living, and future aspirations.

## **10. Looked-After and Previously Looked-After Children**

These pupils receive SEND support where needed and also have a **Personal Education Plan (PEP)**. All plans are coordinated to ensure consistent support.

## **11. Complaints About SEND Support**

Concerns should initially be raised with the SENCO. If needed, matters can be escalated through the school's complaints procedure or, in some cases, to a SEND tribunal.

## **12. Support for Families**

If you need advice or support, please contact us.

Additional support is available through:

- **Gloucestershire Local Offer**
- **SENDIASS Gloucestershire**
- National organisations such as IPSEA, NSPCC, Family Action, and Special Needs Jungle

## **13. Glossary**

**Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams

**Adaptive teaching** – when teachers adapt how they teach in response to a pupil's needs

**Annual review** – an annual meeting to review the provision in a pupil's EHC plan

**Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

**CAMHS** – child and adolescent mental health services

**EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

**EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

**First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

**Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

**Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

**Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment.

**Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability

**SENCO** – the special educational needs co-ordinator

**SEN** – special educational needs

**SEND** – special educational needs and disabilities

**SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND

**SEND support** – special educational provision which meets the needs of pupils with SEND

**Transition** – when a pupil moves between years, phases, schools or institutions or life stages