



Rivington and Blackrod High School and Sixth Form

Special Educational Needs and Disability Policy

Rivington and Blackrod High School, through this policy document, seeks to ensure that the needs of all the students with special educational needs (SEN/D) will be addressed and provision made available to them throughout or at any time during their school career. In addition the school acknowledges that it caters for a wide range of learning needs; some students will display exceptional ability, whilst others may experience difficulty, but all students are entitled to be valued for the individual contribution they make to the school. We maintain that all students should be encouraged to develop an awareness of and respect for individual differences.

1. Roles & Responsibilities

Headteacher (**Mr P Roach**), Deputy Head of Standards & Student Progress (**Mrs. G Bentham**), Director of Inclusion & SEN (**Mr. A Kirby**) and Inclusion SENCO (**Mrs. J Rawlings**) have responsibility for co-ordinating and monitoring the progress of the students identified with Special educational needs and disability.

1.1 Director of Inclusion & SEN

Mr. Kirby is a member of the Senior Leadership Team who has responsibility for the day-to-day strategic management of all aspects of the inclusion provision, including special educational need provision for students with special educational needs. He will keep the governing body fully informed and also work closely with the Inclusion SENCO.

1.2 Inclusion SENCO

Mrs. J Rawlings is the Inclusion SENCO who has responsibility for:

- Lead the Inclusion provision (Y7-11) in teaching and learning approaches; identify, monitor and adopt the most effective teaching approaches/HUB curriculum, it's staff (Inclusion Manager and Inclusion Teaching Assistants) and resources.
- Collect and interpret specialist assessment and performance data when setting targets for raising achievement and removing barriers to learning for identified students (including SEN- those already with a statement- full or part time HUB placement) entering the provision.
- Set up and maintain systems for assessing and reviewing SEN students' (those with & without a Statement) progress when entering the Inclusion provision. This includes creating and /or monitoring learning plans, Communication Passport's (EHCP/Statemented students only within the HUB) and provision maps.
- Liaising with parents and external agencies including the LA's support, Educational Psychology service, Health and Social services, and voluntary bodies.
- Responsible for the preparation of all new applications for Statementing of special educational needs (co-ordinate, lead and attend annual reviews), prepare parental requests for statutory assessments, passports applications (Inclusion managers etc.) and preparation and lead of Annual and Interim Reviews (those already with a statement based full or part time within the HUB only).
- Help maintain the SEN register / maintain and evaluate the effectiveness of the provision (wave interventions).

1.3 SEN Governor

Mrs. S Oakes and **Mr. D Griffiths** is the nominated governor for Special Education Needs who links the SEN team with the Governing Body; regular monitoring visits will take place during the year and the link governor will report back to the full governing body. They can be contacted through the school by writing to them c/o Rivington and Blackrod High School or email head@rbhs.co.uk.

1.4 Contact Details

Staff and governors of Rivington and Blackrod High School wish to work co-operatively with parents and other members of the community to ensure the school provides a high quality of service. As a consequence, we are very keen that any initial concerns are brought to our attention so that they can be dealt with quickly and effectively. Our complaints procedure is available on our school website (www.rbhs.co.uk) or telephone the school to request a copy.

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Rivington and Blackrod High School (Year 8 to 13)

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BL6 7RU
Tel: 01204 333266
Fax: 01204 333264
Email: head@rbhs.co.uk

Lower School and The Pathway Centre (Year 7 only)

Albert Street
Horwich
Bolton
BL6 7AW
Tel: 01204 333366
Fax: 01204 333367
Email: lowerschool@rbhs.co.uk

2. Beliefs & Values

At Rivington and Blackrod High School we want every young person to succeed, knowing and feeling that they matter. We provide the very best care, guidance and support to ensure that they feel safe and can grow as successful learners and caring citizens. We empower students to manage and direct their own learning and work towards their future careers and aspirations.

As a school we are committed to the inclusion of all students by providing broad and balanced curriculum, made accessible through differentiated activities. The needs of a significant minority of the students require consideration beyond that given to other students (*a Special Educational Need*). Government Legislation dictates the framework within which the school operates (*Special Educational Needs Code of Practice: 0 to 25 years, 2014 and Part 3 of the Students and Families Act, 2014*), and further guidance is provided by both the Government and Local Authority. We aim to identify these needs as they arise and provide teaching and learning contexts, which enable every child to achieve his or her full potential.

2.1 Teaching and Learning

Teaching SEN students is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching and assessing, taking in to account the differences in students' abilities, aptitudes and interests. **Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.** High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching

As a school we regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes reviewing, and where necessary improving teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEN's most frequently encountered. In addition, the class teacher is responsible for implementing the Communication Passport strategies in consultation with the SENCO and ensuring that all EHCP/Statement targets are met.

2.2 Contextual Information

Rivington and Blackrod High School is a Church of England Voluntary Controlled School which was founded in 1566 by the Bishop of Durham. It's a larger-than-average comprehensive school with a large sixth form. Learning is based on two sites; at the Lower school (Year 7) and Upper school (Years 8-13). The school has a stable student population, with lower than average percentage of students know to be eligible for free school meals. There are few students from minority ethnic backgrounds or with English as an additional language. The proportion of students with special educational needs and/or disabilities is lower than the national average. The school has achieved a number of awards including Sportsmark, Artsmark, Investors in People status, and the Inclusion Quality Mark.

3. Aims & Objectives

3.1 To work to the guidelines as set out in the SEN Code of Practice 2014

- The Governing Body has agreed with the LA admissions criteria which does not discriminate against students with SEN or disabilities and its admission policy has due regard for the guidance in the Codes of Practice 2014 which accompanies the SEN and Students and Families Act, 2014 (*From 1 October 2010, the Equality Act replaced most of the Disability Discrimination Act (DDA)*). However, the Disability Equality Duty in the DDA continues to apply. Parents of a student with mobility difficulties are advised to approach the local authority well in advance of admission so that consultations can take place.
- At Rivington and Blackrod, it is strategically important that the provision is inclusive to all students and is at the centre of the school's climate of raising academic progression and attainment. The school will ensure that the resources that they have at their disposal are being used effectively and efficiently to meet the needs of all students. Provision mapping allows schools to take a

strategic management approach which provides an 'at a glance' view of all the provisions that the school makes which are additional to and different from that which is offered through the school's differentiated curriculum.

3.2 To ensure full entitlement and access for SEN students to high quality education within a broad, balanced and relevant curriculum so that they can reach their full potential and enhance their self-esteem.

- The SEN provision seeks to work closely with the senior leadership team of the school to ensure that the curriculum is regularly reviewed so that it is relevant to the student's needs, both present and future, and that it is perceived as such by the students themselves and their parents. The SEN provision is an integral part of the School Development Plan.
- Learning of all students, teaching staff adapt or modify the curriculum so it "fits" the students' learning needs. Teachers differentiate the curriculum so they do not discriminate any select group of students. Teachers offer students a variety of learning experiences to meet their different learning needs.
- The SEN provision ensures that subject staff are fully informed as to the special educational needs of any students in their charge.
- Advice and CPD [training] opportunities are given to subject teachers and other departments employing differentiated teaching methods and resources.
- The SEN provision provides in-class support to students to enable staff to provide a differentiated and inclusive curriculum.
- Most provisions will be met within the classroom, but for some whom it is felt would benefit from individual or small group tuition, it may be appropriate to withdraw these students from the classroom.

3.3 To identify and assess students with SEN as early and thoroughly as is possible and necessary.

The Inclusion SENCO and designated Level 4 Teaching Assistant will work cooperatively with primary schools to address transition issues and to ensure a continuity of staged provision, meeting with SEN students and their parents prior to transfer. Primary SEN records are forwarded to the Inclusion SENCO at the end of the summer term, prior to transfer. Students with SEN are identified from admission records.

- Use is made of screening and assessment tools; Key Stage tests at both Key Stage 2 & CATS, all Year 7 students are assessed in Reading and Spelling by the English department. Teacher referrals and expression of parental or student concern. In addition, reading tests will also be conducted through Key Stage 3 on an annual basis as means of identifying those students who require additional intervention.

An example of identifying SEN at key transitional points: Year 6 into KS3 students with a spelling or reading age of 8.6 years or below and/or a CAT score 85 or below.

- Relevant assessment results are transferred prior to entry and help the department decide how best to support the students. As part of the whole school monitoring of progress against predicted performance indicators, students falling significantly outside the expected range will be identified and referrals made to the SEN team.
- Following concerns raised by staff, parents or the student about lack of progress in relation to the age of their peers, the Inclusion SENCO can carry out a range of norm referenced tests to assess individual performance. Based on the results, further assessment by LA external agencies might be necessary.
- Local Authority External Agencies that may be consulted include Psychological Services- educational psychologist, Communication Support Service- speech and language specialists, Student's Early Intervention Team (CEIT)- Behaviour Support, Student's Services Health- School Nurse/Doctor, Physiotherapist, Occupational Therapist, Students & Adolescent Mental Health Service (CAMHS), Disabled Student's Team (DCT), Sensory Impaired Service.

3.4 To work closely with parents and students through the process of identification, assessment and intervention.

- The school works closely with parents to support students with special educational needs. At Rivington and Blackrod High School we encourage an active partnership through an ongoing dialogue with parents. Parents are always contacted if assessment or referrals indicate that a young person has additional learning needs. The parents are spoken to and consulted along with the student with respect to background history, current and future needs and aspirations.

- Parents/carers are always involved at all stages of the SEN planning process. They receive invitations to attend action planning and termly review meetings and copies of targets set.
- The school website contains details of our policy for special education needs, and the arrangements made for these students in school. The Governors' Annual Report to parents contains details of the SEN work in school. The SEN Governor is available to speak with parents.
- Once identification, assessment and interventions have taken place, students and parents are regularly kept informed by a variety of means, e.g. personal contact, reports, parents' evenings, setting of targets and strategies, provision review. Individual multi-agency meetings are organised as appropriate and all concerned individuals and agencies will be invited to attend. Parents and students are always informed of the 'points for action' and any decisions made during the meeting.
- All students at Rivington and Blackrod have a right to express an opinion and to have that opinion taken into account in any matters affecting them from the time that they start at the school. Their views will be given due weight according to their age, maturity and capability.
- All students, including those with special needs and/or disability, along with parents and carers, are acknowledged and taken seriously when reporting incidents of bullying. Reported action will be dealt with quickly, ensuring full participation in decisions made about them, helping to formulate the appropriate action when responding to the reported bullying incident.
- The school will ensure that students are provided with the information, advice and support necessary to enable them to participate in discussions and decisions about their support. This will include information on their rights and entitlements in accessible formats and time to prepare for discussions and meetings. From Year 9 onwards, particularly for those with Education, Health and Care plans, the school will be involved in the planning for a young person's transition to adult life, the future and how to prepare for it, including how they will participate in the community and achieve greater independence.
- Each student who has a statemented or an EHC plan student, including those students accessing specialist provisions full time, have a direct access to a keyworker; who mentors and provides pastoral/wellbeing support liaising with home on a regular basis. Mentoring is recorded in *Personalised Learning Journals*, which highlights concerns and action needing to be taken across the students' subjects.

3.5 To monitor and record the progress of SEN students.

In accordance with the *Special Educational Needs Code of Practice: 0 to 25 years, 2014* and *Part 3 of the Students and Families Act, 2014*, Rivington and Blackrod High School and the SEN team will;

- Draw up and keep a list of known students with special educational needs.
- Record the steps we take to meet the needs of individual students whilst following the DfE model of the *Special Educational Needs Code of Practice: 0 to 25 years, 2014*.
- Personalised interventions which support the multiplicity of arising learning difficulties are designed using the structure, assess, plan, do and review process in order to meet each student's identified need.
- Ensure subject departments are responsible for monitoring and recording all students' progress through the staff appraisal process and the Headteacher's academic review.

3.6 To support successful transition from Primary School to High School, as well as successful transition from Rivington and Blackrod High School to Post 16 education or employment.

- As part of the liaison with feeder primary schools, identified Year 6 students are given an opportunity to experience and become familiar with Rivington and Blackrod High School prior to transfer through a series of individual or small group visits during the summer term prior to entry.
- A Connexions officer will be invited to attend all Statement reviews as from year 9. The Connexions officer is also provided with information by the Inclusion SENCO on all SEN students so that he/she can make early contact with the students and their parents/guardians in order that appropriate guidelines are available for the choices of further education at the school, elsewhere or regarding job opportunities.
- From Y9, all annual reviews must focus on the preparation for adulthood- reflecting their ambitions, routes to higher education, employment & independent living; **Higher education and/or employment** - including exploring different employment options, such as support for becoming self-employed and help from supported employment agencies. **Independent living** - enabling people to

have choice and control over their lives and the support they receive; their accommodation and living arrangements including supported living. **Participating in society** - including having friends and supportive relationships, and participating in, and contributing to, the local community. Being as **healthy** as possible in adult life.

- Appropriate professionals will be invited to attend and/or contribute to student/s Statement reviews, including 14+ and the Transition Plan.

3.7 Continuing Professional Development (CPD) for support staff.

- Relevant in-house training for SEN Support staff is provided as part of a whole school commitment to raising levels of awareness of SEN issues and in terms of their teaching support role. Lesson observations help to determine future training needs regarding supporting the teaching and learning of SEN students and also provide an opportunity to monitor and record current good practice.
- Opportunities are made available whenever possible for individual Support staff to gain qualifications in related skills and expertise, to improve theoretical knowledge and develop working expertise within a specific field of learning difficulty.
- Relevant in-house training required by teaching staff across the curriculum regarding SEN issues is provided by or arranged by Director of Inclusion & SEN, Inclusion SENCO and designated Level 4 Teaching Assistant.

4. Identifying Special Educational Needs

4.1 Definition of Special Educational Needs

If a young person at Rivington and Blackrod High School has significant barriers [physical, emotional, psychological, medical, etc.] that hinder/prevent him/her from learning or impacting on progress or benefiting from the normal education or educational facilities provided for the majority of his/her peers, then that young person has a **learning difficulty**.

IMPORTANT: This definition of **learning difficulty** does not apply to students who have learning difficulties solely because of the following reasons;

- Student's first language is different from the language (EAL- English is an additional language) in which he/she will receive his/her education.
- Attendance and/or punctuality irregularities.
- Health and welfare concerns.
- Being a looked after child or in receipt of Pupil Premium Grant money.
- Identified behaviour is not as a result of some form of social and emotional difficulties.
- Students receiving therapeutic or other health-related services from external agencies.

4.2 Broad areas of need

Special education provision should be matched to the child's identified need. There are four broad areas of need and support:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

4.3 Communication and interaction

Students with speech, language and communication needs (SLCN) have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Students with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

4.4 Cognition and learning

Support for learning difficulties may be required when a student learns at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where students are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

4.5 Social, emotional and mental health difficulties

Students may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other students may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

4.6 Sensory and/or physical needs

Students who require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many students and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Students and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Some students with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

5. A Graduated Approach to SEN Provision

5.1 Waves of Intervention

At Rivington and Blackrod High School we follow the new SEN Code of Practice 2014 and this advocates a graduated response to meeting students' needs. When responding to additional educational needs, the initial use of classroom and school resources are implemented before bringing any specialist expertise to bear on the difficulties that a student is experiencing. When a student is identified as having additional needs, the school will intervene.

Graduated staged approach to meeting all students 'needs:

- **WAVE 1: Universal lesson provision**- subject teachers level effective inclusion of all students in high quality learning and teaching.
- **WAVE 2: Beyond lesson provision**- small group interventions aimed at students who can be expected to 'catch up' with their peers with an identified need.
- **WAVE 3: External school provision**- individual specific targeted support for students identified as requiring specialised support.

5.2 Criteria for 'entering' the SEN register

A student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. **A student of compulsory school age or a young person has a learning difficulty or disability if he or she:**

- Has a significantly greater difficulty in learning than the majority of others of the same age;
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

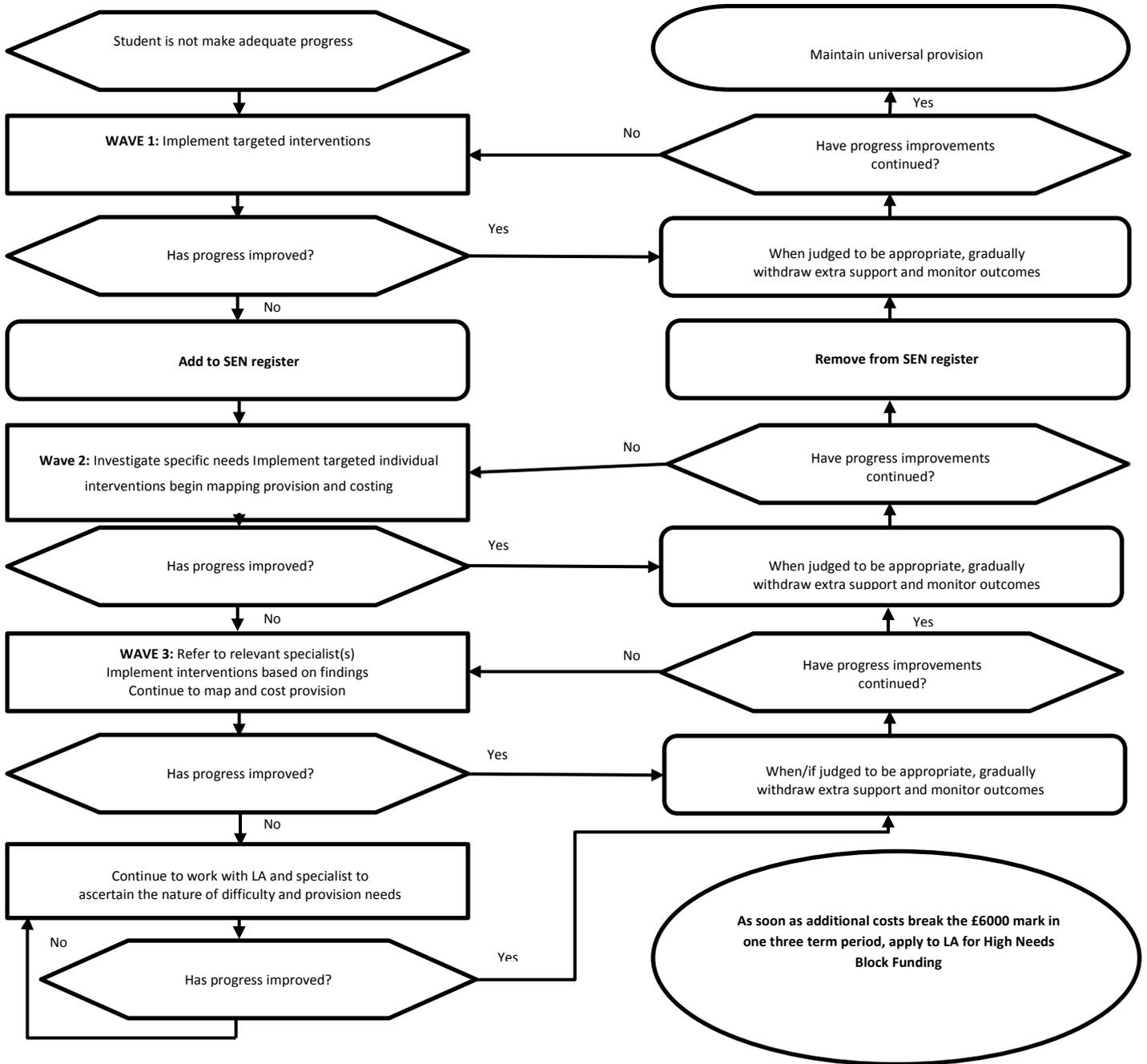
5.3 Students found on the register:

- Targeted intervention for NEED (addressing learning difficulty) during curriculum learning time- internal or external (refer to 6.7 External support for SEN)
- EHC Plan/Statemented
- A medical diagnosis or disability which requires special educational provision to access the curriculum
- Examination access arrangements

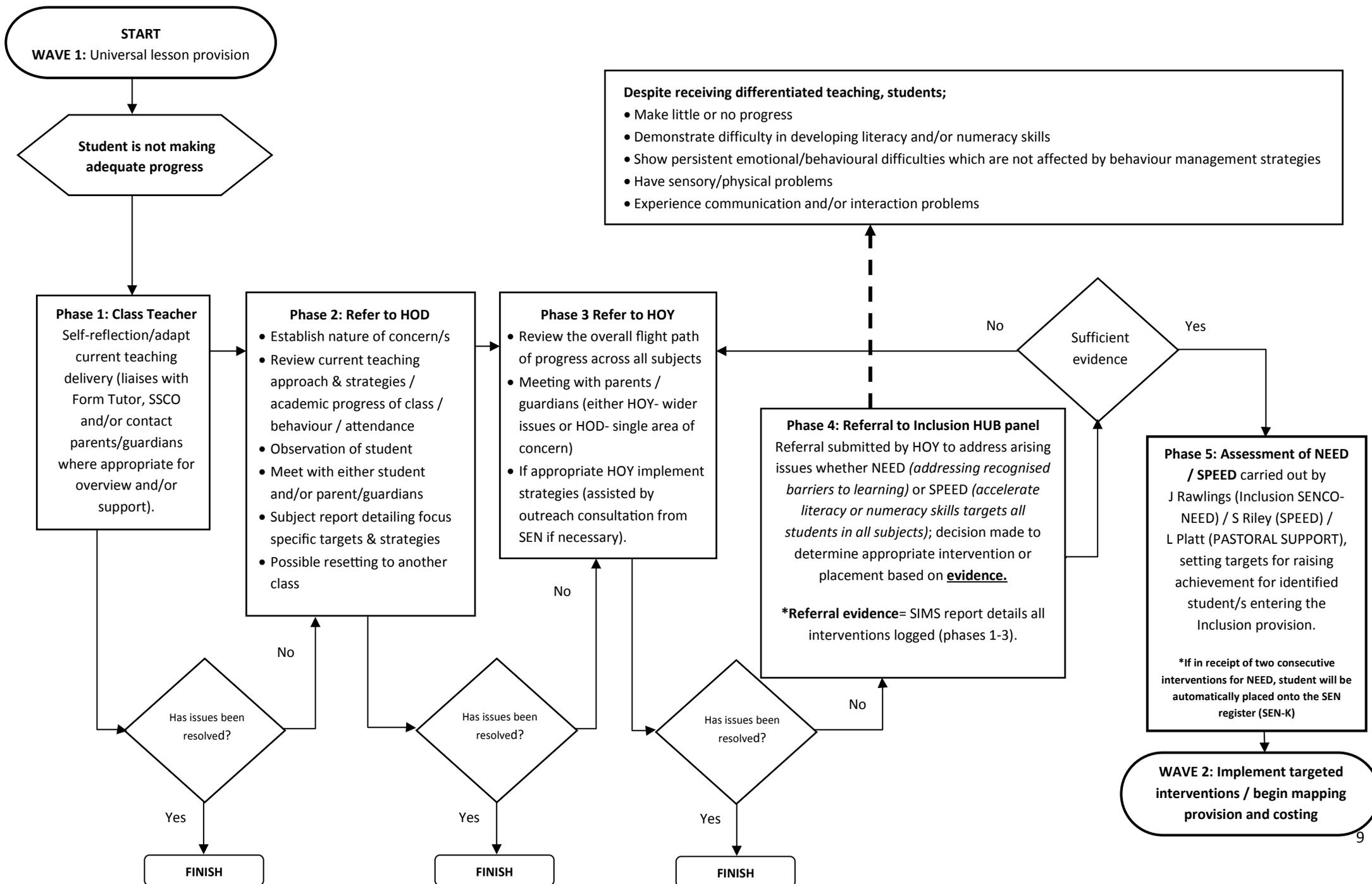
Only students who have been placed on the SEN school register as required under the SEN Code of Practice should be recorded. A student's placement on the SEN register should occur when he/she is placed on **WAVE 2: Beyond lesson provision** of the schools graduated staged approach to meeting all students' difficulties and who has received two consecutive interventions for NEED.

5.4 Flowchart for identifying special educational needs: Movement from WAVE 1 through to WAVE 3 (graduated response).

Rivington and Blackrod High School has a clear graduated approach to identifying and responding to SEN, identifying need at the earliest point and then making effective provisions improves long-term outcomes for the individual students.



5.5 Flowchart for Teacher referral: Movement from WAVE 1 to WAVE 2 (graduated response).



6. Managing students on the SEN register

6.1 Supporting NEED and/or SPEED

Rivington and Blackrod High School has a special provision called the 'Inclusion HUB'. The purpose of this provision is to offer students a range of alternative and complimentary interventions, helping to support their identified *NEED (addressing a recognised barrier to learning)* and/or *SPEED (accelerate literacy or numeracy skills targets all students in all subjects)*. There is a very clear system of referral and review of the student's progress throughout the process of support (*refer to 5.4 Flowchart for identifying special educational needs & 5.5 Flowchart for Teacher referral*). Students entering the HUB can expect the following;

- Personalised & specialised interventions across the key stages- support multiplicity of arising NEED or raise student attainment through SPEED.
- Interventions- careful analysis of need, close monitoring of each individual's progress and a shared perception of desired outcomes.
- Students referred for a period of 4, 6 or 8 weeks, for specific and focused intervention.
- Outreach observation/support- suggesting learning and teaching strategies if appropriate.
- Guidance to staff- CPD training.
- Rigorous monitoring and evaluation of impact of targeted interventions.

All students in receipt of two consecutive interventions for NEED will be automatically placed onto the SEN register. They will stay on the register until the student progress is able to demonstrate improvements.

6.2 Statements

A Statement will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the Statement
- Established through parental/pupil consultation
- Set out in a Communication Passport
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

6.3 Communication Passport

Communication Passport: One-page profile of a student (Statemented only) will help to ensure that those working with them and their parents have an accessible summary of the information about them- reflect aspirational and achievable outcomes;

- Student strengths
- Teaching strategies- things that would help
- Important needs
- Aspiration
- Post 16 outcomes

6.4 Requests for Statutory Assessment

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention, the student remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- The graduated action followed with respect to a student being placed on the SEN register
- The student's provision map
- Records and outcomes of regular reviews undertaken
- Information on the student's health and relevant medical history
- National Curriculum levels
- Literacy/Numeracy attainments
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents and the views of the child
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

A Statement of Special Educational Need will normally be provided where, after a Statutory Assessment, the LA considers the student requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to a Statement.

6.5 Reviews of Statements and/or Educational Health Care plans

Statements/Educational Health Care plans must be reviewed annually, but the progress checked termly. The Inclusion SENCO or designated Level 4 Teaching Assistant will organise these reviews and invite:

- Student's parent
- Student if appropriate
- Relevant teachers and external professionals
- Inclusion SENCO or Designated Teaching Assistant Level 4

The aim of the annual review will be to:

- Assess progress toward achieving set targets in relation to the Statements/Educational Health Care plans.
- Review the provision made for the student in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills.
- Consider the appropriateness of the existing Statement/EHC plan in relation to the student's performance during the year (Pupil Progress meetings- termly reviews), and whether to cease, continue, or amend it.
- Set new targets for the coming year.

From Year 9 all annual reviews must focus on the preparation for adulthood- reflecting their ambitions, routes to higher education, employment and independent living;

- Higher education and/or employment - including exploring different employment options, such as support for becoming self-employed and help from supported employment agencies.
- Independent living - enabling people to have choice and control over their lives and the support they receive; their accommodation and living arrangements including supported living.
- Participating in society - including having friends and supportive relationships, and participating in, and contributing to, the local community.
- Being as healthy as possible in adult life.

The School will ensure that parents and/or young people are actively supported in contributing to assessments, planning and reviewing EHC plans. All reviews will take a '**Person-centred planning**' approach as per below:

- Clear ordinary language rather than professional jargon
- Highlight the child's strengths and capacities
- What the pupil is interested in and what outcomes they are seeking in the future
- Tailor support to the needs of the individual
- Organise assessments to minimise demands on families
- Bring together relevant professionals to discuss and agree together the overall approach

6.6 Transition for Statemented Students

- The Inclusion SENCO or designated Level 4 Teaching Assistant and Teaching Assistant attend the Year 6 annual reviews of the Statemented students.
- Transition consists of a 6-week programme: Ladywood Outreach is heavily involved, supported by the school's TA's. All the Statemented students spend one afternoon per week at RBHS carrying out small group work activities (familiarising themselves with the surroundings, the staff and each other. Routines, expectations, concerns and worries are discussed within the group. Primary School TA's are invited to join in the sessions if they feel the children will benefit from their presence).
- A communication passport is created for each Statemented pupil prior to the starting date. This passport is then issued to all teaching staff who will teach the students concerned. The pastoral staff are also sent a copy.
- Pastoral staff will attend the Year 6 PEP meeting for the LAC.

6.7 External support for SEN

Use is made of teachers and facilities from outside school to assist both staff and students. Parents are always informed where an outside agency has involvement with their child.

The Inclusion SENCO and/or designated Level 4 Teaching Assistant will liaise with a number of local authority external agencies that may be consulted. These include;

- Psychological Services- educational psychologist
- Communication Support Service- speech and language specialists
- Student's Early Intervention Team (EIT)
- Behaviour Support
- Student's Services Health- School Nurse/Doctor
- Physiotherapist, Occupational Therapist, Students & Adolescent Mental Health Service (CAMHS)
- Disabled Student's Team (DCT)
- Sensory Impaired Service

6.8 Additional facilities for SEN students

Rivington and Blackrod High School is split across two sites. A ramp has been provided adjacent to the main entrance to the Upper school site. There are two disabled toilet facilities, one on each school site. Lighting for visually impaired children is good. Most classrooms are carpeted to provide good acoustic conditions for children with hearing impairments. The School accommodates a specialised Resource Unit for children with Speech and Language difficulties. Access into this Resource is via LA panel following strict entry criteria. Our personal, social and health education programme helps children to be aware of and positively value the differences between people as well as the similarities, and to be sensitive to one another's needs.

In addition to the Inclusion HUB provision, the School is further supported by the HUB Nurture and SOLAR provision. Identified students (*those identified as unable to operate successfully full time in mainstream*) attending these provisions follow a specific and personalised timetable of activities each day; the aim is always to return back to mainstream lessons if appropriate.

HUB NURTURE: *Accessing external provisional support- individual specific targeted support for long term assisted learners identified as requiring specialised provision.*

- Supporting students, such as emotionally vulnerable, medical, new international arrivals / new student intakes and dropped options
- Follow bespoke timetable whilst completing the majority of lessons out in mainstream, including access to alternative provision
- Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions.
- In-school dedicated keyworker- pastoral and wellbeing support and outreach
- Extended services and multi-agency support
- Application for new Statement (EHC plans) if the student requires additional individual support

SOLAR: *Accessing external provisional support- specific targeted support for identified learners at risk of a PEX.*

- Targeting students with behavioural and emotional difficulties (no emotional resilience)
- Follow reduced bespoke timetable (9:30am-2:30pm)- Core subjects (level entry or GCSE) & Alternative provision and/or interventions
- In-school dedicated keyworker- pastoral and wellbeing support and outreach
- At risk of PEX, communicate concerns to Inclusion Managers and/or Youth Challenge
- Extended services and multi-agency support

6.9 Criteria for exiting the SEN register

All Students will be working towards agreed targets and these will form the main focus of each review. Monitoring of these targets will provide the evidence of progression as to whether a student remains or is removed from the SEN register.

7. The SEN Information Report- summary of Provision for children and young people with special educational needs or disabilities

(SEND)

We are a fully inclusive school. We aim to ensure all students achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum; regardless of gender ethnicity, religion, sexual identity, physical ability or educational needs. Children may have special educational needs that require additional support when progress has slowed or stopped. As a result, we implement a graduated approach. This is based on an Assess-Plan-Do-Review three wave structure (*refer to RIVINGTON & BLACKROD HIGH SCHOOL SEN INFORMATION REPORT: 2016/17*).

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If a child is either non Statemented or has a Statement of Special Educational Needs or Education, Health and Care Plan, then we provide the support detailed in the school local offer. As described below, is a detailed breakdown of the School's offer through waves 1 to 3.

Transition	Initial visit to the Primary School to discuss the needs of student. Teaching Assistant to spend time with student in Primary School (visiting the learners on their territory is fundamental in order to build trust). Student and parent or TA to visit RBHS for a tour around the school and to meet staff. Additional to the induction day; students to spend one full morning at RBHS. To be encouraged to take photographs of the school's surroundings to become familiar with the rooms and layout of the school or some student to have lunch at RBHS and attend a nurture group session, taking part in a circle time activity. A meeting with parents / guardians. Each student is issued with a transition booklet. This booklet can be worked on at both sites Primary and when visiting RBHS. It is used as a bridging resource.
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Provision Mapping KEY STAGE 3 & 4

TYPE OF PROVISION	WAVE 1: Universal lesson provision- <i>subject teachers effectively include all students in high quality learning and teaching.</i>	WAVE 2: Beyond lesson provision- <i>small group interventions aimed at students who are short term assisted learners who can be expected to 'catch up' with their peers with an identified need.</i>	WAVE 3: Accessing external provisional support- <i>individual specific targeted support for long term assisted learners identified as requiring specialised provision.</i>
Learning in the Curriculum- Cognition & Learning [These actions are intended to affect directly performance in the classroom.] <ul style="list-style-type: none"> • Moderate Learning Needs • Specific Learning Difficulties • Autistic Spectrum Conditions • Speech, Language and Communication Needs • Hearing Impairment • Visual Impairment 	<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcome • Whole school marking policy • In-class Learning support • In-class targeted Teacher/Learning support • Use of writing frames • Access to ICT • Team teaching • Access to whole school homework clubs • Modified curriculum pathways • Revision classes 	<ul style="list-style-type: none"> • Break/Lunch provision • CLA 1:1 English / Maths • Observation • English / Math Sessions Study Centre • Handwriting Sessions • Homework Club • HUB Curriculum Enhancement • Literacy intervention • Nurture group Sessions • Secondary talk • Vocabulary Enrichment • Memory Skills 	<ul style="list-style-type: none"> • Dyslexic Support • IDL Individual Dyslexic Learning • Ladywood Outreach • Person Centred Review • Exam concessions • Occupational therapy programme (as appropriate) • Reduced/increasingly individualised timetable • Alternative accreditation/vocational courses • Speech & Language therapist

<ul style="list-style-type: none"> • Physical Difficulties 	<ul style="list-style-type: none"> • Homework clubs across the curriculum • Flexible teaching arrangements • Staff aware of implications of physical impairment • Improved accessibility of building 	<ul style="list-style-type: none"> • Numbershark • Wordshark • Phonological Training • Toe by Toe • Lass Assessment • Narrative Group Work • Numeracy Intervention • Precision Teaching • Pre- teach Vocabulary • Reading Sessions • Reciprocal Teaching • Secondary talk • Sounds Write • SLCN Provision • SOLAR Teaching • Communicate (Lego) • Exam scribe/reader support (upon assessment recommendations) 	
<p>Behaviour, Emotional & Social Development [These actions are intended to address barriers to learning.]</p>	<ul style="list-style-type: none"> • Whole school behaviour policy • Whole school code of conduct • Whole school rewards & sanctions systems- E praise • PHSE focused work • Peer mediation • In-class Learning support focusing on supporting behaviour & emotion 	<ul style="list-style-type: none"> • Behaviour Mentoring • Observation • Social Skills Sessions • SOLAR Residential • Lego therapy 	<ul style="list-style-type: none"> • IDL Individual Dyslexic Learning • Ladywood Outreach • Person Centred Review • Educational Psychologist • Managed Trial • Medical Services • Parental Interventions • Support Services Advisor • Targeted Youth Service • SOLAR Resource Provision • Behaviour Support Service • Reduced/increasingly individualised timetable • Alternative accreditation/vocational courses • Skills Force mentoring
<p>Enrichment beyond the curriculum [These actions are intended to extend the learning offer beyond the curriculum and/or to provide a safe place between school and home.]</p>		<ul style="list-style-type: none"> • Animate • Breakfast Club • Educational Outdoor Activity • Geo Coaching • Santa Trip 	<ul style="list-style-type: none"> • Easter/Summer School

	<ul style="list-style-type: none"> • Rivi riders 	
<p>Families and communities [These actions are intended to help parents provide better support to their children by engaging them in their children’s learning and/or providing them with the knowledge and skills to do so effectively.]</p>	<ul style="list-style-type: none"> • Mentoring sessions • Teenage Health • Parental Support group 	<ul style="list-style-type: none"> • 360 Project • Annual Review • Bolton Lads & Girls Club • CAMHS • Connexions Mentoring • Parallel • RUNNAS • EXIT team • Social services
<p>Alternative learning pathways and curricula [This provision is expected to apply primarily to secondary schools. It comprises alternatives for students who are having difficulties with the traditional learning pathways.]</p>		<ul style="list-style-type: none"> • Redbox training • Digital Media • Extended Work Placements • Training for Today • Bolton College Construction • Rathbones • Fair bridge • Bolton Wanderers Learning Scheme

Access Strategies		
<p>Communication & Interaction Access to Speech and Language advice, programmes & access to specialist teacher if appropriate. Faculty specific training. Structure school and class routines, supported by environments clues (e.g. signage).</p>	<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcome • Structured school and class routines • Specialist Learning support- focusing on supporting speech & language • Technical communication aids 	
<p>Sensory and/or Physical Medical Conditions School offers an individual response to the wide range of needs from monitoring to full-time support through flexible deployment of resources and personnel. Support may be short, medium or long term to enable access to an inclusive mainstream placement. Staff are made aware of impairment implications and offer flexible teaching arrangements. Specific physiotherapy or occupational therapy programmes may be offered. Some in-class support may address health and safety or access issues.</p>	<ul style="list-style-type: none"> • Medical support • Occupational therapy programme (as appropriate) • In-class learning & safety support- supporting in appropriate classes; Science, PE, Technology • Improved accessibility of building- ramps / lifts / hand rails • Lunchtime activities / supervision • Risk assessments • Specialist ICT resources • Bespoke furniture • SEND homework club • Accessible toilets and wash facilities 	

Updated: September 2016

Mr A Kirby

Review: 2017