



R I N G W O O D

— A NATIONAL TEACHING ACADEMY —

Headteacher: Miss C E Edwards BA (Hons)

Special Educational Needs Information Report

Co-produced by Parents, New Forest SEN Pyramid, SENCo and SEN Governor

What is Ringwood School like?

Ringwood School is a mainstream secondary academy with over 1600 students from years 7 to 13.

We are non-selective which means that there is no entrance examination in order for our students to gain a place here. However, we are heavily oversubscribed and have a waiting list for each year group.

We are an inclusive school with an accessible site which is routinely audited and adapted to meet the needs of all users.

The Hive is the learning support centre at Ringwood and we work with students throughout the school to improve their learning but also to offer social and emotional support where needed.

Who should I contact if I am considering this school for my child with special needs?

The special needs coordinator (**SENCo**) is Mel Strachan and can be contacted on 01425 475000 or via email melanie.strachan@ringwood.hants.sch.uk

The deputy **SENCo** is Vicki Lewis and can be contacted on the same number or via email vicki.lewis@ringwood.hants.sch.uk

How does the school know that students have special educational needs?

At Ringwood, we gather information about students who may have a special educational need or disability (**SEND**) from a variety of sources. These include: you as a parent, information from a previous school and reports from other professionals such as speech therapists or psychologists.

In school we may:

- see that a student is not making progress,
- receive concerns from teachers
- communicate with outside agencies or health professionals.

Ringwood use the SEN Support guidance published by Hampshire to inform decisions they make about the level of need a young person may have. This information will link to the way that they are supported.

What can I do if I think my child may have additional needs or I have concerns?

If you have **general concerns** regarding your child, the first step would be to arrange contact with the subject teacher or head of year. This information is in your child's planner which they should have on them at all times. If further action is required, the **SENCo** or other staff member will investigate the concerns and arrange to talk with you to feedback any findings and to problem-solve together. Further communications between the **SENCo** and yourselves can include emails, letters and telephone conversations. The **SENCo** and/or deputy **SENCo** is also available at parents' evenings should you wish to make an appointment.

How will I know how well my child is doing?

The school sends two progress checks to parents and carers at different times of the year for each year group. You will also have opportunity to attend a consultation evenings throughout the year when you have the chance to talk to the subject teachers. You will also be given information about how well your child has done in subject based assessments.

Your child will also be given stickers and rewards to praise good work or behaviour in addition to the Vivo reward system which Ringwood uses. If it is appropriate, a home/school communication book can keep you informed about daily or weekly progress. If your child is on the **SEN** register there will be frequent opportunities to discuss their progress and address any issues arising.

Some SEN students have a keyworker who has a pastoral role in supporting that young person. The keyworker will usually be a member of the Hive, the learning support department. We will let you know who the keyworker is via the termly support plans.

How does the school know how well my child is doing?

As a school we currently measure your child's progress against national expectations linked to the national curriculum and SATS from KS 2. The subject teachers continually assess your child, and identify areas where they are improving and where further support is needed.

Ringwood School uses a variety of methods to help track progress including National Curriculum levels and literacy data. At the end of each assessment, targets are made clear to the students so that they know what to work on to improve their grades. We also do reading and spelling tests twice a year for most students in years 7, 8 and 9. The results of these help us to monitor progress and identify where there may be any issues.

If your child is not making expected progress, they will be identified by the subject teacher and wider department. Staff may liaise with the learning support department to discuss why a student may be experiencing difficulty and what further support can be given to aid their progression. Departments then offer support to ensure that students start to make progress.

How will you help me support my child?

Throughout your child's time with us at Ringwood there will be a number of opportunities to attend sessions aimed at helping you to help your child. These may include, for example, revision workshops to help prepare for examinations.

The Hive produces Help Sheets on specific aspects of SEN which summarise how we function within the department. Currently we have Help sheets on the Dyslexia assessment process and Exam access arrangements.

We can also help to direct you to other organisations that can support you with issues that arise. At times, for example, we may offer parenting courses which are run by an outside provider. If you feel that you need further help then please contact the Hive on the normal school number or by e-mail.

How will the school share information with you?

General information about day to day activities that the students are involved in is available on the school learning zone in the form of letters and calendars of events.

There is a school newsletter, Ringwood in the News (RITN) which goes home to parents three times a year. All students have a planner in which home learning and other key information is written. There is also a place for you to write quick notes to us. Checking your child's planner is a good way of keeping up to date with life at Ringwood.

We also use Parent Mail (text) or e-mail to remind you of forthcoming events or urgent information. In cases of emergency closure such as snow, Ringwood will use local radio stations and post information on the school website.

For students who have additional support, a Support Plan is sent home termly outlining the support they will be offered that term.

The school also values regular contact with parents and carers and is keen to maintain contact through whichever means are most appropriate. If there is a specific issue regarding your child, we may phone, write or email you on an individual basis or speak to you face to face whenever possible.

How will the school ensure that my child is included in all aspects of school life?

When activities outside the classroom, such as trips, clubs, sports days etc. are arranged, a full risk assessment of the site, activity and children's needs is carried out. Parents are contacted and appropriate adaptations, resources or expertise are put in place. Within the classroom we are, as far as possible, **SEND** friendly, and are always look for ways to develop this further. We are supported by specialist teams from Hampshire who advise and loan adapted equipment to meet the need of individual students.

Ringwood school buildings have been adapted for easy wheelchair access to all ground floor areas, including disabled toilet facilities. We also have rise and fall tables which adjust to the height of a child or young person (**CYP**) in a wheelchair. Three buildings have lifts and staff are regularly updated with evacuation chair procedures in case of emergencies. Ringwood has disabled parking bays and electronic doors making buildings independently accessible.

The SENCo monitors the attendance of students with **SEND** in clubs and activities within school. The learning support department supports students at the Fresher's Fair where students can sign up for a wide range of clubs and activities.

How will the school match the learning to the needs of my child?

All of the learning opportunities children experience at Ringwood are differentiated and tailored to suit the needs of the individual. The learning could be differentiated by task (by being given a different activity to complete), by the level of support a child receives during the lesson (from an adult or his/her peers), or by outcome (the amount of work expected to be completed by the end of the lesson). Using a variety of types of differentiation enables all children to learn and achieve in a way that best suits their own learning style. We aim to make reasonable adjustment to all aspects of school life at Ringwood to ensure accessibility for all students.

How will the school decide what and how much extra support my child needs?

In the first instance, the subject teacher or head of year in discussion with the **SENCo** and the student, will identify any additional learning needs they may have. On occasion, parents may share their observations with the class teacher which may also prompt a discussion and referral to the **SENCo**.

The type of intervention to support a student's need will then be identified so that the individual is able to access the additional provision. Different children will require different levels and types of support. This will help them to 'bridge a gap' in their learning. The support a child receives will be monitored carefully and discussed with parents and carers throughout the academic year.

How are resources allocated to match the needs of students?

We ensure that the needs of all children with **SEND** are met to the best of the school's ability with the funds available. The budget is allocated on a needs basis. The students who have the most complex needs are given the most support sometimes involving a **TA**.

We have a range of assessment tools, interventions and support programmes that are allocated according to the children's needs. We have a team of **TAs** who are funded from the **SEND** budget to provide support, which may be in the form of in-class support on a 1-1, small group or whole class basis.

Subject to individual needs, the school will seek advice from, or liaise with, professionals from a range of outside agencies including the Speech and language Therapy service (**SALT**), Occupational Therapy service (**OT**), Educational Psychologists (**EP**), or Child and Mental Health Service (**CAMHS**) for example.

How will school prepare and support my child in joining the school or moving to a new school?

SENCOs from the primary schools meet with us to share and pass on important information about each child. The SENCO attends any annual reviews for year 5 and 6 students transferring to Ringwood and often attends parent meetings in year 6.

Children visit Ringwood in year 6 for at least two days, and extra visits or taster sessions can be arranged where needed for students and parents or carers. Some students from year 7 at Ringwood visit their old school to do a presentation and answer questions about what it is really like!

Sometimes keyworkers from Ringwood School visit children in their current school. This most commonly happens if they have significant needs. The visit aims to start developing a relationship between the child and the adult from Ringwood allocated to be the keyworker. We have found this to help enormously with the transition process.

In year 11, Hampshire and Dorset Local Authority support students with a statement or Education Health Care Plan when they transfer to college. They complete a comprehensive document which helps ensure that the right support is in place when they move to their new setting.

If a student moves to or from Ringwood part way through an academic year, then we ensure that any information about their progress and learning is shared with the new setting.

How will school support my child's overall well-being?

Ringwood School has a First Aider on site at all times. The medical room is equipped to deal with any minor medical emergency. Over the counter medications are stored in the medical room stock cupboard and are only given if we have parents' permission. Prescribed medication is kept in the medical room with note from parent and in the original pharmacy box. All medications are kept locked or in the fridge. Diabetics are required to supply emergency supplies for hypos. Epi pens are in cupboard for easy access with name & photo. For young people who have complex medical needs, care plans are written in conjunction with advice from parents and external agencies supporting the young person.

Tutors offer pastoral and social support to students, and if further intervention is needed they refer on to the Hive or head of year. Most students on the SEN register have a keyworker who has pastoral oversight of a number of students. They will monitor their progress and arrange to meet throughout the year. If your child has a keyworker we will let you know who this is.

The Hive also runs daily tutor groups which offer additional social, emotional and pastoral support. These groups run at the start of each day like other tutor groups, but are smaller and provide a structured and positive start to the school day. For some children, additional support is required at lunch and break times and the Hive provides clubs which they can attend whilst eating their lunch.

Sometimes a pastoral support plan (**P.S.P**) is written together with you as parents to help staff approach your child's needs consistently across the school.

What support is there to support behaviour, attendance and avoids exclusions?

Ringwood has a clear behaviour policy which can be found on the school website. We always look for ways to reinforce good behaviour and we have a reward system called Vivo which is used throughout the school.

We aim to work closely with parents to ensure that behaviour and attendance is good or better. Our attendance officer closely monitors both attendance and punctuality to lessons.

On occasion we may put in place behaviour interventions to help the student deal with specific issues which may be preventing them making progress. We also may, where everyone is in agreement, ask for support from educational psychologists (EP)

Figures for exclusion of young people at Ringwood School are significantly below national averages and it is seen very much as a last resort. Students are supported back into school by staff following any period of exclusion.

How are my child's views taken into account in deciding next steps at school?

Students who are on the SEN Support register will have meetings with their keyworker. Here they will have an opportunity to share their views and review what is going well and what requires some further support. In addition, students with a statement or EHC Plan or IPA will have an annual meeting where parents, professional and the CYP talk about progress, successes and targets. A student questionnaire is completed by the young person for this meeting which also gives a way for a CYP to express their views.

What specialist services and expertise can be offered by the school?

Ringwood School have a range of experienced and qualified staff including dyslexia specialists. These staff support the wider school team by delivering training and providing advice on meeting a range of needs. Where more specialist guidance may be required Ringwood school may, where appropriate, consult colleagues either from the local authority advisory teams or from other specialist settings to support the work we do.

From where can I get further information?

There is further information about the Hive on the Ringwood School Learning Zone. The SEN policy is also on the school website.

There are a number of places to get further information about SEN.

- The **Parent Partnership Service** provided independent advice and information to parents and carers of young people with SEN. They can be contacted by **phone** 01962 845870 **email** enquiries.pps@hants.gov.uk or via their **website** www.hants.gov.uk/parentpartnership
- The **National Autistic Society** has a good website that can be found at www.autism.org.uk
- The **British Dyslexia Association** has a national helpline: **phone** 0845 251 9002 or **email** helpline@bdadyslexia.org.uk The **website** can be found at www.bdadyslexia.org.uk

What steps should I take if I have a concern about provision for my child?

Ringwood school has a complaints policy which can be found on the school web site which should be the starting point for any formal concern. Smaller issues can usually be dealt with swiftly by direct contact with the SENCo.

The SEN governor is Joanne Davies who can be contacted via the school phone number 01425 475000.

Glossary

	Stands for.....	Means.....
CAMHS	Child and Mental Health Service	Professionals who work with schools and families to identify and work with young people with a mental health issue.
COP	Code of Practice	The legal document which outlines how students with Sen from 0-25 should be supported in their journey through school and college.
CYP	Child or young person	Used in the Code to mean child or student.
EHC Plan	Education Health Care Plan	This will gradually replace existing statements. New assessments with now result in an EHC plan.
EP	Educational Psychologist	A professional who helps parents and teachers to understand and manage the learning and/or behaviour of a young person.
IPA	Inclusion Partnership Agreement	The IPA aims to provide an alternative to some statutory assessments. It aims to: record quality information about your child's strengths and needs, identify what arrangements are already in place and what new arrangements might be required, and safeguard your child's interests through documentation that is agreed by all those involved.
OT	Occupational Therapist	A professional who helps parents and teachers to understand and manage the physical needs of students.
PPS	Parent Partnership Service	A group who helps parents with children who may have SEN.
PSP	Pastoral Support Plan	A plan written by together with parents to support a student at school.
SALT	Speech and language Therapy service	A team of professional who assess and support young people with speech and or/language needs.
SENCO	Special Educational Needs Co-ordinator	A person who manages both the overview and day to day running of special needs in a school
SEND	Special Educational Needs and Disabilities	Students who have a need which needs support which is additional to or different from the rest of the peer group.
TA	Teaching assistant	Adults who work with teachers and students to support students with SEN or who need extra support