

Ramillies Hall School

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SEND Information Report

Ramillies Hall School is a mainstream independent school that specialises in supporting children with Specific Learning Difficulties, Autistic Spectrum Conditions and Speech & Language difficulties. We are registered as an Independent Special School with the Department for Education.

Identification of pupils with SEND

Referral, assessment and identification can come from many sources:

- Subject or class teachers
- Parents, before or after admission to Ramillies
- Information from Local Authorities
- Medical practitioners
- Information from previous schools
- Educational Psychologists

Prior to entry, parents are asked to share with the SENCO any reports and information on their child. All pupils spend a number of days in school during which time they are assessed using a number of screening tests. Pupils also have the opportunity to take part in the normal day-to-day lessons and activities with their year group. At the end of these assessment days parents are invited to a meeting to discuss the provision proposed for their child and whether or not Ramillies is able to meet the needs of the pupil.

The SENCO works closely with the teachers to identify pupils who may be failing to make adequate progress and where there are identified gaps or barriers to learning. All teaching staff apply Quality First Teaching methods in the classroom and use a graduated approach model (Stage 1) to ensure that differentiation is the first stage in supporting a child's learning requirements. If it is felt that further intervention is required additional information is gathered and targeted support provided (Stage 2). If progress is still not satisfactory then more specialist and individualised support is sought (Stage 3). The school may advise parents to seek a referral to an external professional such as an Educational Psychologist. All information such as Statements / EHC Plans, reports and data are placed securely on the staff intranet site so that teachers, tutors and TAs can have easy access to recommendations and up to date information on the pupils. Pupils are placed on the SEND Register once they are at Stages 2 or 3 of intervention.

Assessing and Reviewing Progress of pupils with SEND

All pupils have a one-page pupil profile and pupils placed on the SEND Register also have an SEND support plan with targets set by teachers, tutors and parents. These targets are reviewed termly and there is a Learning Support Parents' Evening in January. Parents of pupils with SEND are encouraged to have regular contact with the Learning Support Department.

All pupils are tested annually, using WRAT4, at the beginning of the academic year. These tests along with other recognised assessments, at the end of Year 9, are used when looking at examination access arrangements for Years 10 and 11. In December/January there are assessment for all pupils. Years 10 and 11 pupils have subject-related exams. In addition, the interim and full subject reports will provide evidence

of progress. There are two Parents' Evenings during the year. The school operates an open-door policy and parents can arrange to see teachers to discuss their child's progress at other times throughout the school year.

The SENCO / Deputy SENCO, along with the Headteacher and other members of the Learning Support team undertake regular monitoring of the efficacy of pupil provision. Adjustments to this can be made on a regular basis according to need. The annual standardised testing process provides an effective objective overview of provision, which in part influences delivery.

Supporting Pupils with Special Educational Needs

All pupils receive a well-structured, broad-based curriculum within a caring and nurturing environment that incorporates differentiation, giving them the opportunity to achieve success and progress according to their potential. The emphasis is on quality first teaching to meet the needs of all pupils.

All the staff are given data on pupils and set targets using information from the classroom, reports and EHCP objectives. At present, we use a one page pupil profile, an SEND support plan and pupil support forms which ensure that smart targets are set and strategies are put in place to support the pupils. The needs of the pupils are also met through differentiation and quality first teaching. In addition, pupil progress is reviewed termly, with new objectives set in consultation with staff, pupils and parents. All teachers are made aware of the termly targets.

The school endeavours to ensure the opinions, thoughts and feelings of our pupils are an integral part of any plan made about their choices. At times of Local Authority review, pupil opinion and written feedback is sought and discussed in the appropriate forums with parents and external providers. Pupils are invited to attend their Annual reviews.

The physical size of the school and the low numbers of pupils in each study groups enable pupils to have a close interaction with both teaching and support staff. In an informal capacity, pupil issues can be raised at any point in a school day and directed to a relevant member of staff. In the classroom pupils are aware of their subject and support targets for learning, and the steps working towards that outcome. Feedback about progress for learning is undertaken between teacher, pupil and the support team where appropriate.

Additional Support Available

If we are concerned that a pupil is not making progress through the provision of quality first teaching and a differentiated curriculum, the SENCO places the child on a First Concerns Register and observations and meetings with parents are initiated and modifications are put in place. If targeted intervention is needed, both in and out of class support can be given usually from school and/or parent resources. It can include discussions with parents and other external experts who come into school to offer a range of expertise in different areas. Following this, if progress is still not adequate then more specialist advice and guidance assessment will be sought in discussions with parents, teachers and multi-sensory support staff, with the possibility of applying to the Local Authority for an EHCP

We assess the pupils for access arrangements for their examinations to ensure that we have appropriate measures in place. We start this in Year 7 and start to build up a history of "normal working practice" which we can use in our application. As we are keen for all pupils to be as independent as possible, there is much emphasis on pupils using the assistive technology, which is accepted by the examination boards. Training in the use of assistive technology starts in the Junior School and this may increase as the pupils move into the Senior Department to ensure that the pupils are well prepared before they take their public examinations.

In consultation with parents, and using reports and / or EHCPs, we will draw up a financial provision map, outlining areas where intervention is required and the costs involved.

Extra-Curricular Activities

We offer a range of extra-curricular activities at lunch time and after-school. All pupils have the opportunity to take part. There are also day trips and we encourage all pupils to attend these. Prior to the outing, a risk assessment is undertaken to ensure that all pupils' needs are met.

Meeting the Social and Emotional Needs of Pupils

Ramillies Hall School has a very strong ethos of pastoral care, with every pupil's well-being at its heart. All pupils have either a Class Teacher or Form Tutor who oversees their social and emotional welfare. At the beginning of each school day, the staff meet for a morning briefing prior to registration and staff are made aware of and / or raise any concerns. As we are a small family school, staff are quick to pick up on any upset and it can be dealt with quickly. For some pupils a Key Person can be allocated to them and time to off-load emotionally, is made available. Any concerns are relayed to the Headteacher using the school reporting structure.

The School and Nursery have a number of staff trained in First Aid and Paediatric First Aid. The School First Aid room is situated next to the staff room.

All pupils have PSHE lessons as part of our Community programme. Community is intended to give pupils a greater experiential learning approach to life skills, PSHE (Personal, Social & Health Education), Citizenship and PRS (Philosophy & Religious Studies).

Its aims are to:

- promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society;
- prepare pupils at the school for the opportunities, responsibilities and experiences of later life;
- provide pupils with opportunities to meet a wide range of people from the wider community and to participate in community events;
- promote children and young people's wellbeing;
- promote community cohesion.

Year 10 pupils also take AQA Preparation for Working Life, which prepares them for their future, covering areas such as personal welfare, finance, relationships and the workplace.

There is a School Council that meets regularly and pupils are elected for this by their peers. We have a House system, which encourages teamwork in either sport or activities / events. Prefects and monitors are chosen from Year 11 and they are given responsibilities around the school.

Specialist Services and Training

All staff have a broad awareness and experience of supporting pupils with SEND. An annual programme of training for general awareness is provided in-house, drawing on expertise from leading practitioners in their field, for example ASC, ADHD, Dyslexia etc. The Learning Support Teachers have qualifications in teaching students with Specific Learning Difficulties (PGCE SpLD,). The SENCO also has a Level 3 ELKLAN (Speech and Language) qualification. The SENCO has experience and knowledge gained over many years in the field of SEND, and regularly liaises with other SENCOs in the cluster of local independent schools. The SENCO is also qualified to carry out the assessments for access arrangements for examinations.

We also have a number of Teaching Assistants and Learning Support Assistants who are experienced in supporting pupils with Specific Learning Difficulties and those with ASC.

The school works with a broad range of services; we have established close links with Education, Health and Care professionals. This includes: CAMHS, Social Services, Local Authorities, Educational

Psychologists, SALT, OT, Specialist Autistic Services e.g. CEAT (Cheshire East Autism Team) and the ASC Partnership in Stockport, Clinical Psychologists, Assistive Technology teams. We are registered as an Independent Specialist School with the Department for Education for Specific Learning Difficulties, Autistic Spectrum Conditions and Speech and Language difficulties.

The school is CReSTed accredited, and a member of the British Dyslexia Association (BSA) and NASEN. We offer training to all our staff within our CPD programme, and provide specific training for those staff who support specific pupils.

Additional advice and support is provided by external sources such as the Local Authority and CAMHS. We encourage outside agencies who are supporting pupils to come in to school to advise our staff. We may also recommend that parents call upon the services of local Educational Psychologists for detailed assessments and advice.

The School Environment

The school endeavours to make reasonable adjustments to meet the needs of each individual pupil. The staff are made aware of any requirements where amendments are needed to support individual pupils.

Parental Consultation and Preparing for Entry

We hold Parents' Evenings at various times throughout the year, and reports are sent to parents in January and June/July. There is also a Learning Support Parents' Evening.

Prior to entry and depending on the needs and age of the child, we hold a number of transition days. These can be arranged through the School Office and the SENCO.

The school has an open-door policy. We encourage parents to express any worries or concerns initially with the subject or class teacher, and then if they are unable to help, with the Headteacher or SENCO / Deputy SENCO. After discussing concerns with these people and parents remain unhappy with any aspect of the school's performance then a formal complaint can be made following the school's complaint procedure.

Who to Contact

Head Teacher	Mrs Denise Anthony
SENCo	Miss Ann Luckock
Deputy SENCo	Mrs Vasanti Patel
SEN Administrator	Mrs Janet Bartlett

Local Authorities Local Offers

Calderdale - <https://www.calderdale.gov.uk/v2/residents/education-and-learning/local-offer-children-special-needs-and-disabilities>

Cheshire East - <https://ice.cheshireeast.gov.uk/Information/WhatistheLocalOffer?categoryId=67>

Cheshire West - <https://www.westcheshirelocaloffer.co.uk/kb5/cheshirewestandchester/directory/home.page>

Derbyshire - <http://www.derbyshiresendlocaloffer.org/>

Manchester - <https://hsm.manchester.gov.uk/kb5/manchester/directory/directory.page?directorychannel=1-7>

Rochdale - <http://www.rochdale.gov.uk/schools-and-education/special-educational-needs/Pages/send---the-local-offer.aspx>

Salford - <https://www.salford.gov.uk/localoffer>

Stockport - <https://stockport.fsd.org.uk/kb5/stockport/fsd/localoffer.page>

Trafford - <https://www.trafforddirectory.co.uk/kb5/trafford/fsd/localoffer.page>

Warrington - <https://askollie.warrington.gov.uk/localoffer/site/index.php>

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