

# Ramillies Hall School & Nursery

## Special Educational Needs & Disabilities



Our Local Offer for Special Educational Needs and/or Disabilities



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#### SETTING INFORMATION

**Name of setting:** Ramillies Hall School  
**Type of setting:** Mainstream with special status for SpLD, SALT, ASC  
**Specific age ranges:** KS3 to KS4 (Y7 – Y11)                      **Number of places:** 100

**Types of SEN that are catered for:** We are an inclusive, mainstream setting which caters for young people with a range of needs. We are CReSTeD accredited, which demonstrates that we offer a whole school approach to teaching students with SpLD. We are listed with DfE as an Independent Specialist School.

#### IDENTIFICATION OF NEED

##### HOW WILL YOU KNOW IF MY CHILD OR YOUNG PERSON NEEDS ADDITIONAL HELP?

At Ramillies each child has the right to receive a full education centred on the whole child. Children with SEND are identified as early as possible within our setting. Initial identification can occur as early as entry. Each child, as part of our admissions process, undertakes a standardised screening test. From this, needs in the area of literacy or numeracy could be indicated. This initial screening is combined with information gathered at point of entry from parents and other external specialists.

##### WHAT HAPPENS WHEN A CHILD HAS IDENTIFIED NEEDS?

The identification of need can also be based on a pupil's social, emotional or behavioural presentation and their progress.

Early identification of need is crucial to the correct intervention being implemented at point of entry or point of identification. School staff work as a whole to monitor pupil progress on a termly basis. This is achieved through regular curriculum core meetings, led by the Senior Leadership Team. School staff undertake an annual programme of training to support them in how to identify and adapt teaching to meet pupil need. Individual pupil targets are set three times a year and progress is monitored by the school SENDco. Levels of intervention are modified according to the outcomes of the evaluation of progress.

Any concerns about pupil need or progress can be raised with the School's SENCO who will discuss these with the pupil, parents, Learning Support team and external specialists where necessary. Provision to meet need will be focused on the desired outcomes of the child, and what steps will be required by whom, to achieve those outcomes. Depending on the level of pupil need, there would be a variety of support approaches used. For example, guidance for class teachers to support differentiation in the class room, targeted small group intervention which can be used both in and out of the classroom and for those pupils with the highest level of need, specialist and some individualised input. The monitoring and progress of targets is completed each term. In liaison with parents, teachers and the Learning Support team a review of progress is overseen by the SENDco.

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#### WHAT SHOULD I DO IF I THINK MY CHILD OR YOUNG PERSON NEEDS HELP?

If you have any concerns about any aspects of your child's education, the first point of reference should be your child's Form or subject teacher. Appointments can be arranged via the School Office. Furthermore the SENDco can be contacted directly during the school day or via the School Office. Furthermore, Ramillies has an open-door policy for parents to discuss issues that may arise.

#### WHERE CAN I FIND THE SETTING/SCHOOL'S SEND POLICY?

The school's SEND policy and other relevant policies can be found on the website or can be requested from the school office.

### TEACHING, LEARNING AND SUPPORT

#### HOW WILL YOU TEACH AND SUPPORT MY CHILD WITH SEND?

The school offers small class sizes of up to 15 pupils. Core subjects for Maths, English and Science are taught in differentiated ability groups. This streaming runs through the school until GCSE option choices in Year 10. The general class size for these differentiated groups is around 1:7. There are number of pathways of learning for pupils at Key Stage 4, including GCSE subjects, BTEC Awards, Functional Skills, Entry Level in English, Maths, IT, Princes Trust and ASDAN Life Skills. Some Pupils at Key Stage 3 can access Motor Skills United, Brain Gym and Assistive Technology Training where appropriate. It is the school's aim, through extensive differentiated pathways, to provide an inclusive learning environment for pupils with a range of need and ability.

In class generalised support includes a high staff to pupil ratio of around 1:6. Alternative forms of recording e.g. scribe/laptop, visual reinforcement of auditory learning material and appropriate chunking of information for pupils who may require this, are available. All teachers and support staff are offered regular opportunities for CPD (Continued Professional Development). There is an annual internal training programme for each member of staff. The school has a broad range of experience and expertise in supporting pupils with a variety of needs; this includes teaching staff with experience in differentiating delivery and resources and using multi-sensory strategies, ASC experience and Speech and Language (ELKLAN). In addition to this there is a variety of resources that are available in school which are used for Numeracy, Literacy, Social and Communication and Speech and Language intervention. Examples of these include: Rapid Readers, Rapid Maths, Fresh Start, Numicon, Black Sheep Press materials, social stories and comic strips, Emotional Toolkit and Dyslexia specific interventions such as Alpha to Omega and the Dyslexia Intervention Programme. For pupils with significant or complex needs the school seeks advice from, and works closely alongside the advice of specialists for example, Speech and Language Therapists, Occupational Therapists, Educational Practitioners, ASC Consultants and others. For the greater part the specialists come into school to work with pupils. The programme set by the experts can be rolled out by teaching assistants in the school. There are regular opportunities for parents to review pupil progress, in addition to the parent-teacher feedback opportunities within the year. Moreover, parents and pupils are able to speak with support staff and teachers on an informal basis using tools such as a home-school diary.

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#### HOW WILL THE CURRICULUM AND LEARNING ENVIRONMENT BE MATCHED TO MY CHILD'S OR YOUNG PERSON'S NEEDS?

All subject teachers take responsibility for meeting the needs of all pupils in their class by differentiating the learning. "In class" SEN targets are worked on jointly by teachers and any assigned TAs. Where pupils have identified SEND, teachers will work alongside the Learning Support team to make every effort to ensure that the pupil is able to access the curriculum. These needs are identified and outlined in a Pupil Profile which is disseminated to all staff in the school. This sits alongside a Pupil Support Form which itemizes SMART Targets and reviews their progress in a triannual review. The teachers and Learning Support team work closely together to monitor progress against desired outcomes for pupils. All information that is received on a pupil at any time will be distributed from the Learning Support office to all members of staff via the Intranet or the school's MIS. Similarly all tracking data such as WRAT4 and CAT4 is shared in this manner.

Teachers can seek guidance and advice, at any time, from the SENCO with regard to specific strategies or approaches to be used to ensure effective differentiation, or more targeted intervention. All pupils with SEND in the school are overseen by the SENDco. Monitoring of pupil progress occurs as part of regular SEN meetings involving teachers, parents and pupils such as the EHCP Annual Review.

#### HOW ARE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN OR YOUNG PEOPLE'S NEEDS?

Pupil timetables can be adapted to create an individualised approach to learning which may include a variety of different pathways, a pupil for example, post Year 10 may have several GCSEs, Functional Skills, Entry Levels, Social/Study skills etc. as part of their curriculum.

##### Levels of Support

### LEVEL 1: UNIVERSAL SUPPORT

Class sizes are small with up to 15 pupils, with plenty of opportunity for teacher input. Core subjects are streamed by ability. Differentiated learning, use of writing slopes, word wheels, use of laptop, hand-outs, audio visual resources, school computers include a mix of specialist software packages such as Inspiration are accessible. Motor Skills, Brain Gym and Assistive Technology lessons can be arranged as and when needed as is time for Study Skills, Social Skills, Princes Trust and Preparation for Working Life. The budget is the responsibility of the Proprietors who ensure that outcomes are monitored and funds allocated appropriately. Functional Skills and Entry Level are not specifically intervention groups, but can share a similar staff to pupil ratio to the Stage 2 level.

### LEVEL 2: TARGETED INTERVENTION

At this stage pupils we will be observing for emerging and/or fluctuating difficulties and the pupil is likely to be working below expected levels and their progress is a concern for the school or parents. The child will be put on **The First Concerns Register**. Strategies and responses will be allocated from the schools human and material resources to address potential gaps or barriers to learning. This intervention can occur both in and out of the classroom, possibly

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supported by a member of the Learning Support team. The evaluation of progress is overseen by the SENDco and adjustments to provision are made accordingly at a Termly Review.

### LEVEL 3: SPECIALIST SUPPORT

Pupils will be placed on the School's SEN Register and be receiving a range of individualised or group intervention programmes according to need. This can be delivered both in and out of the classroom and may include, out of class literacy and/or numeracy teaching, in class TA support, out of class TA support for Speech and Language and Occupational Therapy roll-out, Social and Communication skills, Emotional Support, and other arrangements.

Provision for Level 3 intervention is funded by external sources such as Local Authorities and/or Parents. A provision map is produced by the SENDco outlining all aspects for the pupil and the costs matched accordingly.

At this level the pupil will be put on the School's SEN Register as either receiving SEN support (K) or having an EHCP (E)

#### HOW IS THE DECISION MADE ABOUT WHAT TYPE AND HOW MUCH SUPPORT MY CHILD WILL RECEIVE? WHO WILL MAKE THE DECISION AND ON WHAT BASIS?

On entry to Ramillies each child is assessed and a provision map, where appropriate, is devised to reflect the support needed. The aim of this is to ensure that from day one the needs of a child are met. The map will outline the additional provision to meet any academic, social, emotional or communication needs and will be costed appropriately. This is produced by the SENDco following a detailed discussion with parents, pupils, staff and specialists and where available, using all assessment information and specialist reports. It is then up to the parent or Local Authority to decide whether or not this map adequately suits the needs of the pupil. A decision for entry to the school is based on the school's best endeavour to meet the needs of the pupil. If the identification of a need becomes apparent once your child is attending Ramillies, the school will seek the support of other agencies to advise on this, ask for detailed progress information from teaching staff and draw on expertise within the school to discuss with parents and pupils.

If an assessment of need is required after Level 2 intervention is not demonstrating adequate progress, then communication with parents and the Local Authority will be directed by the SENDco.

#### HOW WILL EQUIPMENT AND FACILITIES TO SUPPORT CHILDREN AND YOUNG PEOPLE WITH SEND BE SECURED?

The school owns a wide range of specialist resources such as a number of literacy intervention schemes (Toe by Toe, Fresh Start, Rapid Readers), Numeracy schemes (Rapid Maths, Numicon, Slavonic abacus), Social and Communication resources (Black Sheep Press materials, Emotional Tool kit, problem and solution materials, the 5-point law etc.). All staff in school are trained in the use of Comic Strip conversations and social stories. Most classrooms have Interactive White Boards and pupils are permitted and encouraged to utilise Assistive Technology. Computers in the school host specialist software packages in addition to standard Office tools (Inspiration, ClaroRead, Clicker, Dragon Dictate). The school owns a bank of games and resources to enhance motor skills and also tools to assist with recording information (writing slopes, pen grips, ergonomic scissors, specialist furniture such as a trip trap chair). The Learning Support Resource Room has an array of materials directed towards multi-sensory materials and social and communication support tools. The school also has the facilities to undertake a variety of standard screening tests

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including CAT4, WRAT4, COPS, EXACT, DASH, LASS, NFER and Scotopic Sensitivity screening. Coloured overlays or coloured paper can be supplied to the pupil by the school, as are reading windows and other visual adjustments to print e.g. large print.

Ramillies has a bank of resources available that have been procured by the school for the use of all pupils and staff who may require them. In the event of more specialist, personalised equipment being required then funding will be discussed with external specialists (OT, SALT), Local Authority and parents.

#### HOW WILL YOU AND I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT THEIR LEARNING?

The monitoring of pupil progress occurs on a regular basis as a combined approach between teachers and the Learning Support team. At the start of the academic year or at entry point, pupils undertake a CAT4 Test and a WRAT4 test. These standardised scores are conducted to supplement the ongoing teacher assessment which occurs within the classroom. Reviews are undertaken each term and if there is an intervention in place for a pupil then the review of progress will occur between the teacher and the learning support member of staff assigned to the intervention, under the direction of the SENDco. Pupils and parents with the SENDco review the interventions at the end of every term. There are Parents' Evenings throughout the year. For pupils with an EHCP there is also the LA Annual Review process. For those that require it, a diary is used on a daily basis for communication between home and school. Teachers are available for appointments throughout the academic year, as are the Senior Leadership Team.

#### HOW DOES THE SCHOOL CONSULT WITH AND INVOLVE CHILDREN AND YOUNG PEOPLE WITH SEND IN PLANNING AND REVIEWING THEIR EDUCATION?

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 the EHCP Annual 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 EHCP Annual Review.

The size of the school and the small classes 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 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.

#### HOW DOES THE SCHOOL ASSESS AND EVALUATE THE EFFECTIVENESS AND SUFFICIENCY OF ITS ARRANGEMENTS AND PROVISION FOR CHILDREN WITH SEND?

The SENCO and 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.



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#### KEEPING STUDENTS SAFE AND SUPPORTING THEIR WELLBEING

##### HOW DO YOU ENSURE THAT MY CHILD OR YOUNG PERSON STAYS SAFE OUTSIDE OF THE CLASSROOM?

Pupil safety is paramount. Information about pupils with SEND is communicated to relevant school staff and outlines any areas which could pose a risk to the pupil. Where risks are identified measures are taken to limit these, for example supervising a child more closely during the transition between class and parent/carer at the end of the day.

The school is situated on a small site; however, it does comprise of separate buildings all located within close proximity of each other. Pupils move between classrooms throughout the day. There is clear signage directing visitors to the main office and a 5mph speed limit is enforced. External doors operate on a secure keypad entry.

Break and lunch times are fully supervised. For those who struggle with unstructured times, additional staff members are allocated to them. These staff promote positive social interactions and play. Both the playground and field are fully enclosed. Pupils can also opt to stay in the smaller courtyard area, again this is fully supervised. We offer additional extra-curricular activities and homework clubs at lunch.

Risk assessments are undertaken for all external visits. If it is felt that a pupil is vulnerable or at risk, an individual assessment can be produced. This is discussed with staff, parents and the pupil. The plan is reviewed on a regular basis.

##### WHAT PASTORAL SUPPORT IS AVAILABLE TO SUPPORT MY CHILD'S OR YOUNG PERSON'S WELLBEING?

We recognise that pupils with SEND can experience a range of social and communication difficulties. As well as a whole school focus on social and emotional wellbeing through our PSHE teaching and assemblies, we offer a range of interventions and support. All TAs are trained in comic strips and social stories. Structured off-loading sessions, consultation with external professionals e.g. ASC consultants, the use of incident reports to keep track of any issues that arise, an open-door policy for all staff including the Senior Leadership team, daily morning briefing for all teachers and TAs, are part of the pastoral support available. Ramillies has small classes, this means that teachers and form tutors are readily available, and this is especially important for the older pupils.

Due to the nature and size of the school, Ramillies has a family ethos and atmosphere. All the pupils know each other very well and are forthcoming in reporting any concerns or issues to staff. Pupils who find friendships difficult to form are provided with support and skills. This can include social skills groups making use of Black Sheep Press materials, directed play and encouragement of positive relationships. When children join Ramillies they are allocated a buddy.

The school has a strong House system, which is designed to encourage positive team building and leadership. We have sports and other activities taking place through the year. The school appoints pupils within the Senior school as prefects and monitors, and allocate appropriate responsibilities. These pupils are seen as good role models for the younger children.

The school has a clear position and policy on bullying, and all pupils are taught to recognise the signs of bullying and the appropriate steps to take. The Anti Bullying Policy is available on the School website. Class teachers and form tutors are vigilant in monitoring children's behaviour for incidents of bullying. Where bullying is suspected

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personalised support measures are put in place for both victims and perpetrators which take into account all of the pupils involved. The school has a clear Behaviour Policy (Rewards and Sanctions), which outlines rewards and sanctions. All pupils are taught to distinguish bullying from isolated acts of unkindness. Children are not permitted to have their mobile phones with them during the school day.

The school has an effective internet filtering system, ensuring pupils cannot access any inappropriate content. The school delivers e-safety sessions to pupils as part of their ICT and PSHE curriculums. We also hold whole school assemblies on e-safety and have provided parental awareness sessions. The E-safety Policy is available from the School Office.

#### HOW WILL THE SCHOOL MANAGE MY CHILD'S OR YOUNG PERSON'S MEDICAL OR PASTORAL CARE NEEDS?

All parents are required to complete a medical form outlining any pre-existing medical conditions, medications, allergies and also granting permission for staff to provide first aid care. If the first aid staff have to administer medication then a written instruction is required from parents, this must include details of the medication and doses. All medication is securely stored within the first aid cupboard. The school has a number of staff trained in First Aid and Paediatric First Aid. Any treatment is clearly recorded and details conveyed to parents. In some cases pupil's medication is more appropriately stored in a different location (e.g. epi-pens and inhalers); this will be in a safely identified location.

There is an expectation that pupils entering school are independent in their toileting. For those pupils with toileting needs, especially for the case of older pupils, every care is taken to ensure the pupil's dignity and privacy e.g. offering alternative toilets, or allowing pupils to use the toilet at quieter times of the school day. Further advice is always sought from parents and/or professionals.

For some pupils it may be more appropriate for medical care to take place in private and arrangements for this are made based on their needs. For other pupils, medical care might take place within the daily routine.

All medical information is stored centrally in the School Office and First Aid cupboard. All staff are made aware of children's needs in staff meetings and the daily morning briefing. For those with more complex needs, an Individual Medical Form is produced and shared with staff. For those pupils with medical conditions which can present with medical emergencies, a clear and detailed plan is made alongside parents/carers, outlining the procedure to be followed in the event of an emergency. This information is shared as appropriate.

Where pupils need to take extended periods of time off to attend medical appointments, parents are encouraged to discuss how best to support the pupil with any missed work with the class or subject teacher in the first instance. Sometimes it is appropriate to provide additional 'catch up work' for completion at home. Wherever possible the school will work flexibly to support pupils who miss work due to unavoidable medical appointments through illness.

Staff undertake regular First Aid training. Most staff are trained in Emergency First Aid at Work. A number are trained in First Aid at Work and Paediatric First Aid at Work. Where necessary the school will work with parents and medical professionals to seek out relevant training to address the specific needs of pupils.

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#### WHAT SUPPORT IS AVAILABLE TO ASSIST WITH MY CHILD'S OR YOUNG PERSON'S EMOTIONAL SOCIAL DEVELOPMENT?

The personal, social and emotional wellbeing of our pupils is an intrinsic part of the ethos of Ramillies. Staff promote an environment in which positive personal relationships can flourish and seek to support children in managing their emotions and relationships on a day-to-day basis. The school has a strong pastoral emphasis with pupils supported according to their needs as outlined above.

Teachers and TAs provide supervision for break, and lunchtime play and activities. Any issues can be addressed immediately.

When required, children have named staff to off-load to on a weekly basis. Due to the high staff to pupil ratio, issues are communicated quickly to ensure that the pastoral support is responsive and immediate. Ramillies has a nurturing family ethos, each child remains an individual and every member of staff is fully aware and involved in achieving current pupil progress targets, knowledge of areas of vulnerability and EHCP objectives and outcomes, if relevant. Daily meetings of all staff occur to ensure that any issues are communicated to the whole school for consideration. Furthermore, Ramillies has an open-door policy for parents to discuss issues that may arise.

Should further support be required then the school engages with external professionals, such as ASC Consultants who may work with children on an individual or small-group basis.

#### WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSIONS AND INCREASING ATTENDANCE?

The school has a Behaviour and Sanctions Policy which is implemented and monitored by the Headteacher to ensure consistency across the school. Where pupils are unable to follow this policy or require additional support with behaviour a range of measures are used to support them in adhering to school rules. For some pupils this involves alternative arrangements at key trigger points during the day, for others this may involve a time-out arrangement enabling pupils to find a designated safe space at times of stress.

It is expected that pupils will attend school and that holidays and medical appointments are made out of school hours or during holiday periods. All requests for absence must be made in writing and are approved by the Headteacher. We take active steps to improve attendance and any absence is followed up quickly by the School Office. We ask parents to notify the school by 8.30 am if their child is absent due to illness or other circumstances.

### WORKING TOGETHER AND ROLES

#### WHAT IS THE ROLE OF MY CHILD'S OR YOUNG PERSON'S TEACHER?

The teacher has overall responsibility for the pupils' learning and progress, and their day-to-day wellbeing in school. The Form Teachers and the subject teachers are a point of contact for both pupils and parents. Each teacher is responsible for the knowledge of the pupils taking their subject. In addition to this, the Senior Leadership Team has a collective overview of all pupils' academic progress and wellbeing across the school.

Teachers are expected to plan and deliver appropriate and differentiated learning opportunities for pupils and to ensure that, in liaison with the Learning Support team, any resources that are in place to support pupil learning, are

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used effectively (staff support, interventions, equipment etc.). In the classroom the teacher will direct the day-to-day use of support for the pupil.

#### WHO ELSE HAS A ROLE IN MY CHILD'S OR YOUNG PERSON'S EDUCATION?

The Headteacher and SENCO oversee the running of the school and Learning Support to ensure that all elements of a pupil's education and additional provision are put into place. The SENDco & SEN Administrator have the responsibility for coordinating the provision for pupils with SEND. The SENDco is responsible for the overview of pupil progress, where pupils working on individual targets set out in Pupil Support Form. The SENDco liaises with external agencies and Local Authorities and is responsible for hosting formal meetings such as Annual Reviews, SEN meetings and progress monitoring. All information that comes into school concerning each pupil is monitored by the Headteacher and, once a place is accepted, relevant information is passed to subject teachers.

Outside agencies such as Speech and Language Therapists (SALT), Occupational Therapists (OT), Education Psychologists, ASC Consultants, Medical & Social Professionals may also come into contact with pupils. The coordination for this contact is held by the Learning Support team.

There are a number of support staff in school including Teaching Assistants and specialist literacy and numeracy support teachers. Many of these are highly skilled and experienced in supporting children with SEND. Alongside teaching staff they are responsible for running intervention programmes, which are monitored and reviewed by the SENDco. Intervention will be one of the three levels as outlined in the *Teaching, Learning and Support* section above.

#### HOW DOES THE SCHOOL ENSURE THAT INFORMATION ABOUT A CHILD'S SEND OR EHCP IS SHARED AND UNDERSTOOD BY TEACHERS AND/OR RELEVANT STAFF WHO COME INTO CONTACT WITH YOUR CHILD?

As information is received in to school, either at a pupil's entry or during their time at the school, it is shared with all staff via briefings, staff meetings and the school's MIS which is a secure online sharing portal where all documents are located. Staff are notified when new documentation comes into school and it is disseminated from the Learning Support office, which is the central hub for all incoming information passed on from the School Office. Further to the EHCP, all multi-agent reports, progress tracking information, intervention documentation, assessment data and previous school reports are held in the Learning Support office and shared with all staff via the secure MIS.

#### WHAT EXPERTISE IS AVAILABLE IN THE SCHOOL IN RELATION TO SEND?

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 SENDco and Headteacher have a Level 3 ELKLAN (Speech and Language) qualification. The SENDco has experience and knowledge gained over many years in the field of SEND, has a PGCE (Teaching children with SEND) and an Advanced Diploma in SEN.

#### WHICH OTHER SERVICES DO YOU ACCESS TO SUPPORT PUPILS AND STUDENTS WITH SEND?

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,

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Assistive Technology teams, British Dyslexia Association, CReSTeD and NASEN. 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.

#### WHO WOULD BE MY FIRST POINT OF CONTACT IF I WANT TO DISCUSS SOMETHING?

Your first point of contact should be your child's form or subject teacher. The School's Headteacher and SENDco are also available by appointment to support you in matters relating to SEND.

#### WHO IS THE SEN COORDINATOR AND HOW CAN I CONTACT THEM?

The School's SENDco is Ms Ann Luckock who has overall responsibility of all matters relating to SEND in the school. Ms Luckock should be contacted in the first instance at school on 0161 485 3804.

#### HOW WILL MY CHILD OR YOUNG PERSON BE SUPPORTED TO HAVE A VOICE IN THE SCHOOL?

Every effort is made to ensure that the opinions, thoughts and feelings of our pupils are an integral part of any plans made about their education. Pupils' opinions are sought at a level which is accessible to the individual. For some learners this might mean that they are supported to express their views in alternative formats e.g. opinions expressed via written or verbal means. Younger or less able children are given the opportunity to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them. There is a school council, made up of pupils who meet regularly and share the views of their peers. As part of the ongoing SEND review of progress, pupils are encouraged to share their opinions. This expression of information is fed into ongoing class and intervention targets and the annual EHCP review process.

#### WHAT OPPORTUNITIES ARE AVAILABLE FOR PARENTS TO BE INVOLVED WITH THE SCHOOL?

Parental input into the support and ongoing life of a pupil at school is of paramount importance. Close liaison between home and school is of crucial importance to ensure the success of strategies implemented in school that need to be rolled out at home, to ensure a consistent approach. Home/school liaison is a pivotal part of school life. The school has an open door policy and welcomes meetings with parents to discuss any issues that might arise during the academic year. Parents are invited and encouraged to attend and partake in extracurricular activities such as plays and performances, sports events and fundraising activities. The school has a number of parental ambassadors, who play a key role at open events and entry days.

#### WHAT HELP AND SUPPORT IS AVAILABLE FOR THE FAMILY THROUGH THE SCHOOL?

We recognise that there can be a huge amount of paperwork and processes for a parent with a child with SEND. The school offers extensive support to help navigate through this complex process as appropriate.

### **INCLUSION AND ACCESSIBILITY**

#### HOW WILL MY CHILD OR YOUNG PERSON BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING TRIPS?

# Ramillies Hall School & Nursery

## Special Educational Needs & Disabilities



### Our Local Offer for Special Educational Needs and/or Disabilities

As an inclusive school setting we seek to encourage all pupils to attend and engage in enrichment opportunities such as extra-curricular activities after-school, sports, performances and school trips etc. We adopt a creative and flexible approach to ensure that reasonable adaptations are made to ensure all pupils can participate. There are a wide range of school clubs and activities, both in the school day and after school. The selection varies term-to-term. All pupils, regardless of need are able to access these activities and appropriate liaison is undertaken with parents and other specialists if any reasonable adaptations are needed.

#### HOW ACCESSIBLE IS THE SCHOOL SETTING?

Ramillies is located over a compact and green site. Whilst the administrative building is traditional, there are a number of single storey teaching blocks. Where access is difficult the school will endeavour to make reasonable adjustments to enable a child to access their learning. For example, this could include the re-timetabling of certain lessons on to the ground floor where required. There is an accessible toilet on campus and there is a disabled parking space. The school's Equality Policy can be obtained from the School Office. Pupils who require alternative formatting to access the written word, such as large print, coloured overlay/paper, and screen reading software can access these facilities across the school. The needs of each individual child will be looked at on an individual basis and the school will endeavour to meet these.

#### TRANSITION

#### WHO SHOULD I CONTACT ABOUT MY CHILD OR YOUNG PERSON JOINING THE SCHOOL?

For information about entry please contact our School Office on 0161 485 3804 or email [study@ramillieshall.co.uk](mailto:study@ramillieshall.co.uk)  
The School Administrator, Mrs Marie McCallion will be happy to assist with you enquiry.

#### HOW CAN PARENTS ARRANGE A VISIT TO THE SCHOOL?

Parents are invited to speak to the Proprietor and SENDco in the first instance. This will include an overview of Ramillies and what we offer, a tour of the premises and a discussion around the needs and requirements of your child. Following this, children are invited to visit the school for a number of days. This allows teaching staff to evaluate your child, assessments will be undertaken and your child will be able to experience school life for his/herself.

#### HOW WILL YOU PREPARE OR SUPPORT MY CHILD TO JOIN YOUR SCHOOL, AND HOW WILL YOU SUPPORT THEM TO MOVE ON TO THE NEXT STAGE OR ADULT LIFE?

##### ENTRY

Your child will be offered the opportunity to take a place at Ramillies following the entry criteria above. The school will endeavour to meet the needs of every child who accepts a place.

We will prepare a Pupil Profile for your child, with input from the child and yourself where appropriate and this will be shared with our staff.

##### TRANSITION

Wherever possible, we prepare pupils for transition to new settings in a manner most appropriate to the individual. For some pupils this takes the form of additional visits to the new setting (with TA support if possible and necessary), for others this might be working through materials which address key aspects of the new setting. Some of our pupils

# Ramillies Hall School & Nursery

## Special Educational Needs & Disabilities



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benefit from lengthy transition work. The SENDco may visit the new setting, or members of staff from the new setting may come to Ramillies. School documentation and assessment information is shared with the new setting. Transition planning into Further Education starts to commence via the EHCP Annual Review process in Year 8. Services for Young People are welcome to join in this process along with other external advisers where appropriate.

#### ADDITIONAL INFORMATION

##### WHAT OTHER SUPPORT SERVICES ARE THERE WHO MIGHT HELP ME AND MY FAMILY?

The SEN Administrator in school can provide details of further support for families, please contact telephone the Learning Support office or email ([study@ramillieshall.co.uk](mailto:study@ramillieshall.co.uk)).

##### WHEN WAS THE OTHER INFORMATION UPDATED AND WHEN WILL IT BE REVIEWED

**LAST UPDATED:** September 2018

**DATE OF NEXT REVIEW:** September 2019

##### WHERE CAN I FIND MY LOCAL AUTHORITY'S LOCAL OFFER?

This will be available on your Local Authority's website.

##### WHAT CAN I DO IF I AM NOT HAPPY WITH A DECISION OR WHAT IS HAPPENING?

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 SENDco. After discussing your concerns with these people you remain unhappy with any aspect of the school's performance then a formal complaint can be made following the school's complaint procedure.

#### CONTACT DETAILS

**Ramillies Hall School**, Ramillies Avenue, Cheadle Hulme, Stockport. SK8 7AJ

**T:** 0161 485 3804

**E:** [study@ramillieshall.co.uk](mailto:study@ramillieshall.co.uk)

##### **Proprietors**

Miss Diana Patterson and Mrs Anne Poole (retired)

##### **Headteacher**

Mrs Denise Anthony

##### **SENDco**

Ms Ann Luckock

##### **SEN Administrator**

Mrs Janet Bartlett

# Ramillies Hall School & Nursery

## Special Educational Needs & Disabilities

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### Our Local Offer for Special Educational Needs and/or Disabilities

#### 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** - <http://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>