

The Ryes College SEN Report - Norfolk - November 2018

Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN). All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published must be updated annually. Although The Ryes College is an Independent school, we have published this report to show clarity in how we meet the Special Educational need of our pupils.

All of the young people here at The Ryes College have diverse and complex needs. However, what they have in common is that they are all unable to thrive at mainstream school.

The definition of SEN

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local educational authority.

By this definition, *all* of the young people at The Ryes College have Special Educational Needs, as they *all* have a significantly greater difficulty in learning than other young people of their age.

We provide a setting and curriculum which gives unique learning experiences to our young people, as well as access to the National Curriculum subjects, Awards and Qualifications. We seek to build their self-esteem, resilience and skills through therapeutic practice and supporting them in personal achievements.

If you have any questions about the Norfolk Local Offer, please look at the Norfolk SEN Website:

www.norfolk.gov.uk/children-and-families/send-local-offer

We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

- Special Educational Needs Coordinator (SENCO) – Helen Jones 01787 228344
- Head teacher – Stef Jones 01787 228344
- Education Manager - Amanda Leeks 01787 228344
- Assistant Director Of Care and Education – Jared Budd 01787 372611
- Special Educational Needs Governor – Ian Claybourn 01787 372611

Considerations	What we do
<p>How we identify SEN difficulties?</p>	<ul style="list-style-type: none"> • When young people are referred to us by Local Authorities, we request their EHCP, if it has not already been supplied. • Before we issue an offer of a place for the young person, Head teacher and SENCO will read the EHCP, to evaluate if we are able to meet that young person's needs. • If we are of the view that we can meet the needs of the young person, we arrange for a visit to them and (if this visit confirms our views) they visit the school. During all of these visits, we assess the needs of the young person and how they interact with peers. This gives us a good indication if The Ryes College is a suitable provision for them. • Most of our young people have complex mental health needs and other SEN. Our current pupils have diagnoses of a combinations of the following conditions: ASD and Asperger's syndrome; Anxiety; Emotional Self-regulation difficulties; Poor focus and concentration; Extreme and Aggressive Behaviour that Challenges; Social Communication Difficulties; Emotional development and attachment difficulties; ADHD; Dyspraxia; Benign joint hypermobility; Speech and language difficulties; Inflexibility in Social



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	<p>situations; Difficulty in processing instructions; Encopresis: Impaired auditory memory; FAS; poor self-esteem; Global Development delay; Neurodevelopmental Disabilities; Sensory issues; Restricted Pattern of behaviour; Extreme Impulsivity; Hyper vigilance; ODD; OCD;</p> <ul style="list-style-type: none">• Our young people may have other emerging needs and these are followed up during regular visits from Educational and clinical Psychologists or a professionals meeting may be called by the school. They may then be referred by these professionals, for further diagnosis, counselling or therapy.• In some cases, young people are referred to The Ryes without an EHCP. In these cases an assessment of the young person's special educational needs is done using the historical paperwork provided (including that from the young person's previous school) and in discussions with the young person; their parents/carers; the Local Authority (Statutory Assessment) and their social worker.
How we assess the SEN needs of our young people?	<p>We endeavour to ensure that pupil's needs should be identified and met as early as possible. We adopt the following procedures for identification and assessment:</p> <ul style="list-style-type: none">• When a student joins the school, the analysis of data including information gained from primary schools or other previous placements, key stage 2 SATs, reading ages, spelling ages, and reports from other professionals who have involvement with the student/child.• Concerns from teachers/support staff• Following up parental/carer concerns• Pupil self-referral• Tracking individual pupil progress over time
How we support the SEN needs of our young people?	<p>At The Ryes College, we ensure that assessment of SEN, directly involves the learner, their parents/carers and of course their teacher(s).</p> <p>The Special Educational Needs Co-ordinator (SENCO) will also support with the identification of barriers to learning.</p>



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Every teacher and instructor is required to adapt the curriculum to ensure access to learning for all learners in their classes and to meet the needs of pupils with SEN. The Teacher standards detail the expectations on all teachers.

Our staff are trained so that we are able to adapt to a range of SEN needs and if we receive a young person with a SEN need or condition new to the school, we provide training for Staff to help them assist that young person.

Each learner identified as having SEN is entitled to support that is 'additional to or different from a normal differentiated curriculum'.

As all our pupils have SEN needs, every pupil has a bespoke timetable enabling engagement in both group and individual lessons. Lessons are only 30 minutes long and teachers and instructors teach therapeutically. Details of the curriculum and other interventions and support given are in our school Prospectus and our SEN policy, which are available here on our web site, and can be accessed by all.

We are happy for people to visit and we can talk through what provisions we make for each pupil. Alternatively contact can be made by calling the school on 01787 228344 or emailing our SENCO Helen Jones on helen.jones@theryescollege.org.uk.

Our Board of Governors are able to ensure that we monitor the impact of these interventions on learning across the school.

All teachers are aware of the procedures for identifying, assessing and making provision for pupils with SEN, and are actively involved in the review process.

In addition we employ teaching assistants who deliver interventions coordinated by the SENCO.

We match levels of support as closely and effectively as possible, to the identified needs of the young people and the development of inclusive provision for them.



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	<p>For some learners we would want to seek advice from specialist teams and services, as described on the Norfolk Local Offer.</p>
How we fund SEN?	<p>The Ryes receives funding directly from Local Authorities to support the needs of learners with SEN. The amount differs for each young person depending on the level of support that is required.</p>
How we find out if the support we give is effective?	<p>Monitoring progress of each pupil is an integral part of teaching and leadership within The Ryes College. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step.</p> <p>The SENCO collates the impact data of interventions, to ensure that we are only using interventions that work. Progress data of all learners is collated by the whole school and monitored by teachers, senior leaders and governors. We also monitor the Personal and Social skills progress of our young people through regular Planning Live meetings within the school.</p> <p>We monitor the Personal and Social skills progress of our young people through regular Planning Live meetings within the school. Information on this progress for each pupil, together with academic progress, is reported to parents and carers at the end of each term.</p> <p>Our school is also monitored by Suffolk and Essex Local Authorities as well as Norfolk Local Authority and Ofsted.</p>
How we help to improve the emotional, mental and social development of our young people?	<p>When we plan for the needs of our young people, we take into consideration our legal requirements under the Equality Act 2010 and the Disability Discrimination Act 1995.</p> <p>This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'</p> <p>The Equality Act 2010 definition of disability is:</p> <p>"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities."</p>



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	<p>Section 1(1) Disability Discrimination Act 1995</p> <p>This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer.</p> <p>At The Ryes College, improving the emotional, mental and social development of our young people is a primary focus for helping them progress, as this is their greatest need and important to prepare them for life. As all of our young people have complex SEN, we also need to compare what we provide for them to what they would receive at any school in the UK. Therefore, we take steps to ensure that our curriculum is enriched with educational visits, opportunities to socialise and to develop life skills. Our focus is to build confidence and resilience.</p>
How we include parent and carers in decision making?	<p>Firstly, we are always available to speak to parents and carers.</p> <p>Your ideas and suggestions can shape and develop the provision for all of our learners ensuring achievement for all. This SEN report declares our annual offer to learners with SEN, but to be effective it needs the views of all parents/carers, learners, governors, social workers and other professionals. So please take part in our annual process to get your views by 'assess, plan, do and review' provision for SEN.</p>
How we prepare our young people for the next step in education?	<p>Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school or college, training provider or moving in to employment. We are committed to working in partnership with children, families, social workers, carers and other providers to ensure positive transitions occur.</p> <p>Planning for transition is a part of our provision for all learners with SEN, moving classes will be discussed with you and your child.</p> <p>Transition to college will be discussed in the summer term of their Year 10, to ensure time for planning and preparation.</p>

This report was written in November 2018 and is published on the school's web site. It is updated annually.