

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

Please click the relevant words on the wheel to be taken to the corresponding section.



Please see the following page for information on this setting's age range and setting type



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

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<b>Name of Setting</b>	Ruskin Community High School
<b>Type of Setting</b> <i>(tick all that apply)</i>	<input checked="" type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input type="checkbox"/> Early Years <input type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary <input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input type="checkbox"/> Maintained <input type="checkbox"/> Academy <input type="checkbox"/> Free School <input type="checkbox"/> Independent/Non-Maintained/Private <input type="checkbox"/> Other (Please Specify) <input style="width: 150px; height: 20px;" type="text"/>
<b>Specific Age range</b>	11-16
<b>Number of places</b>	650
<b>Which types of special educational need do you cater for? <i>(IRR)</i></b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input checked="" type="checkbox"/> We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support.                 </div> <div style="width: 45%;"> <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in                 </div> </div> <div style="border: 1px solid black; height: 150px; margin-top: 10px;"></div>

Each section provides answers to questions from the Parent/Carer's Point of View. The questions have been developed using examples from Pathfinder authorities, such as the SE7 Pathfinder Partnership, in conjunction with questions from Cheshire East parent carers.

The requirements for the SEN Information Report have been incorporated into this document, based on the latest draft version of *the Special Educational Needs (Information) Regulations* (correct as of May 2014). Questions providing information required as part of the Information Report Regulations are shown using the letters **IRR** (Information Report Regulations).

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



### Questions from the Parent/Carer's Point of View:

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#### Identification

##### How will you know if my child or young person needs extra help? *(IRR)*

We liaise closely with all our primary feeder schools, visiting all students and meeting with teachers and school SENCo's to discuss and tailor individual transition programmes for students previously highlighted as requiring additional support.

In terms of the identification of students who may need additional support after transition there are a number of routes we take:

Teachers, teaching assistants, or other staff within school may highlight a particular concern relating to progress.

Concerns may also be raised by parents, who would be encouraged to discuss their concerns with the subject teacher if it relates to one particular subject area or with the Year Achievement Manager (YAM) or SENCo if the concern is more widespread.

Curriculum baseline testing (including a reading and spelling assessment) is completed by all students entering the school in Year 7. This helps us to ascertain if additional literacy / numeracy / inference support will be required to ensure a student is able to access the KS3 National Curriculum appropriately. If confirmed, this support will be put in place after discussion with parents and students.

Parents are invited to contact either the Year 7 YAM (Mr C Foster) or the SENCo (Mrs M Gale) if they feel their child may benefit from extra help.

In all cases parents are welcome to highlight any concerns that they have regarding the progress of their child.

##### What should I do if I think my child or young person needs extra help?

If your child is currently a student at Ruskin Community High School then please contact us with concerns regarding progress.

If your child is not progressing or you have concerns regarding a particular subject then please contact the subject teacher or the subject/curriculum leader (contacts can be found on the website or through phoning the School Office.)

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### Identification

If the concern is more widespread please contact either your child's form tutor, the relevant YAM or the SENCo.

If your child is transferring to Ruskin Community High School from another school then please contact Mr Postlethwaite (Deputy Head teacher) to arrange an appointment.

### Where can I find the setting/school's SEND policy and other related documents? *(IRR)*

All current policies can be found on the School Website ([www.ruskinschool.co.uk](http://www.ruskinschool.co.uk)) under the section for parents. You can also contact the school office and request a printed copy to be posted. *(IRR)*

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### Teaching, Learning and Support

#### How will you teach and support my child or young person with SEND? *(IRR)*

Ruskin Community High School encourages parents to work with us as partners for the benefit of their child's education and progress.

For SEND students we endeavour to be Inclusive whilst recognising that there are times when education has to be tailored to meet individual needs.

For the vast majority of students with or without SEND, the most appropriate provision to ensure progress will be within the classroom accessing Quality First Teaching.

All KS3 students will be placed into a set group based upon on academic ability and this will be monitored via regular teaching assessments.

Throughout the year teachers are asked to make recommendations for set changes based on the data obtained from assessments completed.

At KS4 students will once again be placed into a set group based on academic ability for Core Subjects and mixed ability groups for selected GCSE Option Subjects.

For some students we may need to make further modifications, but these would only be done through discussion with parents and the student. Such provision may take the form of:

- Additional literacy / inference support
- Additional numeracy support
- Additional support for memory, language understanding, social communication and study skills.
- 1:1 support based on a specific need.

If such types of support are necessary then they will only be put into place through discussion with parents and students and usually following a meeting with the YAM or SENCo.

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### Teaching, Learning and Support

If the support needed is in the form of an educational or motivational work placement then this will also be discussed with the parents and students and would only be set up with their agreement.

### How will the curriculum and learning environment be matched to my child or young person's needs? *(IRR)*

Through Quality First Teaching staff are expected to differentiate to meet the needs of all the students they teach.

This will be based on information shared with them by the SENCo or the YAM.

Curriculum and Subject Leaders are expected to ensure that the teachers within their subject areas are ensuring that the needs of all the students they teach are being met.

Regular reminders and updates regarding individual students' needs are communicated effectively across the staffing team.

For most students' access to mainstream, quality first lessons, is the entirety of the support they may need.

Some students may need further support and in this case the setting up and monitoring additional provision will be the responsibility of the SENCo/ YAM or Curriculum Leader depending on the nature of the plan and the type of extra support that has been put in place.

At times there will be a need to consult with outside agencies (i.e. Child and Adolescent Mental Health Service (CAMHs), Cheshire East Autism Team (CEAT), NHS Speech and Language Team (SALT) and this will be done through the SENCo.

In terms of exam provision testing for this will happen during Year 10 and will be conducted by the SEN team. Access to exam support is based on a wide range of tests and must meet the exam board requirements set out by JCQ. The selection of students that may be tested for exam support is based on a number of sources of information, which may include:

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### Teaching, Learning and Support

- EHC Plan.
- Medical evidence.
- A history of SEN support.
- Enquiries made by teachers.
- Enquiries made by parents.

### How are the setting, school, or college's resources allocated and matched to children or young people's needs?

The SEND budget is managed by the Schools Senior Leadership Team and is allocated to the provision of resources.

These resources include:

The purchase of specialist SEN resources / materials

SEN Staff

Testing and intervention programmes

Learning mentor provision and additional curriculum support.

### How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis?(IRR)

In terms of support, the decision making process regarding the type of support a student needs would begin after the identification that additional help is necessary.

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### Teaching, Learning and Support

The majority of extra support can be found within the provision already put in place by the school. If there is a need for support that is not currently in place at school this will be discussed with parents and the feasibility of implementing such support discussed.

If necessary the Senior Leadership Team would also be consulted (i.e. the modification/personalisation of a student's timetable).

### How will equipment and facilities to support children and young people with SEND be secured? *(IRR)*

The SENCO and the SEN team will take the primary lead in securing equipment or facilities for young people.

This may be delegated to the appropriate Learning Support Practitioner, Curriculum Leader or Teacher but this will be coordinated in all cases by the SENCO.

Again parents may know of suppliers of equipment/ facilities/ facilitators that may be beneficial for a student with particular needs. In such cases recommendations are always welcome.

### How will you and I know how my child or young person is doing and how will you help me to support their learning? *(IRR)*

In terms of progress within the classroom, students are assessed regularly throughout the year by their subject teacher.

The results from these assessments are shared with students and parents through the publication of interim progress reports and end of year written reports.

Parents are also invited into School to meet with teaching staff and discuss the progress of their child at Parents Evenings.

If parents have additional concerns regarding progress they are asked to contact the YAM / SENCO.

For SEND students without an EHC Plan again, concerns can also be raised with the YAM / SENCO.



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### Teaching, Learning and Support

For parents who wish to have more detailed discussions about their child's progress or who feel that their child is not progressing as expected we would encourage them to contact their child's Form Tutor, the Subject Teacher/Curriculum Leader (if it is subject related) or if they have wider concerns the YAM or SENCo.

We encourage all parents to take an active role in using the above structures to monitor the performance of their child and work with school to ensure their child makes the best possible progress.

Details about what children are studying can be found via the schools website.

Information on what a parent can do to help their child at home can be obtained either from their child's Form Tutor, Subject Teacher, YAM or the SENCo.

### How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education? *(IRR)*

In addition to the monitoring, reporting and recording procedures outlined above, students with an EHC Plan undertake a formal yearly review.

Parents may come into school before this at any point to discuss progress or raise concerns.

This review will be based on comments from teachers, LSP's but also comments from the student and their parents.

The review meeting will include the SENCo, parents, the student, and any outside agencies that have supported the provisional needs of the student.

### How does the setting/school/college assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND? *(IRR)*

Evaluation of SEND provision is dependent on the programmes/strategies/intervention that has been implemented.

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### Teaching, Learning and Support

With all support provided SEN students are appropriately assessed and then provision is reviewed, modified or ceased.

In every case these additional arrangements are only put in place, changed or ended after discussion with parents and the student.

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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?

For the majority of students arrival and exit at the start and end of each day is very much part of their development and independence.

At both times of the day staff are on duty supervising students to ensure they arrive and leave safely.

For some students alternative arrangements may be necessary and this will be discussed with the YAM / SENCo.

Again for the majority of students, break time will mean gaining independent access to the dining Hall and the main school yards where they will meet and socialise with their friends. All of these areas are supervised by staff.

Some students, due to physical or other concerns, may need to leave lessons early, usually accompanied by an LSP. Again arrangements like these need to be discussed with key staff.

When risk assessments are needed these will be completed by staff and parents and discussed with students. Relevant decisions from these will be shared with teaching staff.

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### Keeping Students Safe and Supporting Their Wellbeing

#### What pastoral support is available to support my child or young person's overall well-being?

All students have access to their Form Tutor twice a day and have regular input from their YAM with whom they can discuss any issues.

Ruskin Community High School is a closed site during the hours of 8.50am and 3.15pm.

Students and parents are encouraged to report any concerns or problems immediately to their Form Tutor or YAM. Form Tutors and YAM's are available at regular points throughout the day.

#### How will the setting, school or college manage my child or young person's medicine or personal care needs?

Where a student has Individual Medical Needs we ask for parents to contact the school and meet with the YAM and where necessary, the School Nurse.

The level of medical need, medication, and individualised support will be discussed and determined at this meeting – and if felt necessary an Individual Medical Care Plan set up.

The relevant information contained in this plan would be shared with staff.

For the majority of students an Individual Medical Care Plan will not be required, but again the needs of the student will be shared with staff and placed on SIMs.

There are a number of trained First Aid staff at Ruskin Community High School.

#### What support is available to assist with my child or young person's emotional and social development? *(IRR)*

Where there are concerns about the emotional and social development of a student we would discuss these with parents and students.

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### Keeping Students Safe and Supporting Their Wellbeing

In this area there may be a need to access Learning Mentor support, who provides guidance across the following needs:

- Self Esteem
- Anger Management
- Social and communication difficulties.
- Emotional and behaviour difficulties.

If there is a greater concern then advice may be sought from different teams i.e. CEAT (Cheshire East Autism Team), CAMHS, or the Educational Psychologist.

This level of support would only be actioned in discussion with parents and with the student.

### What support is there for behaviour, avoiding exclusions and increasing attendance?

In terms of behaviour support there are a number of actions the school takes to avoid exclusions:

- All staff use a graduated approach and would refer poor behaviour adhering to the schools behaviour policy.
- Beyond this students may need to be sanctioned within the Remove Room facility.
- If the type of behaviour is considered beyond this then there would be a period of time spent in the Support Centre facility.

Where there are behavioural concerns these will be discussed with parents and the behaviour of students will be closely monitored. If there is a need for support or work on this area then there will be regular input from the YAM's, Mrs S Williamson (Learning Mentor) and Mrs J Spencer (Assistant Head teacher – Student Welfare)

Where the concern continues then advice would be sought from different teams or outside agencies.

In terms of attendance all Form Tutors are asked to monitor attendance. When attendance falls below 97% contact is made with home. If attendance continues to be a concern a meeting with parents will be called.

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### Working Together & Roles

#### What is the role of my child or young person's class teacher?

Students will have a number of teachers during their secondary education.

All students will have a Form Tutor whom they will see every day during registration. As an immediate contact point their role is crucial, and we do ask parents to work in partnership with their child's Form Tutor and help establish a supportive working relationship.

Within lessons students will access a number of specialist teaching staff and when there are specific questions about progress within a particular lesson we suggest that parents contact the subject teacher/curriculum leader as they will have a greater understanding of the progress needs, assessment and subject content.

#### Who else has a role in my child or young person's education?

Students with an EHC Plan will be assigned a Key Worker from the Intervention Team. They will liaise closely with parents and work with them on ensuring a smooth transition throughout each stage of their secondary education.

Within lessons students with an EHC Plan, and some others, will work not only with the teaching staff but also with a number of Learning Support Practitioners who are linked to particular subjects/curriculum areas or who work with a particular key stage.

Where there is a need for extra support students will work with the SEN Learning Support Practitioner who delivers extra support sessions.

At times students may also work with outside agency staff that are brought in to deliver work on an area of particular need.

#### How does the setting, school or college ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

Within school we distribute an SEN Information list that details the SEND needs of all students for whom that applies. This includes students with an EHCP.

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### Working Together & Roles

This is updated regularly and shared with staff.

There are also regular forum sessions where staff are given information regarding the needs of a particular group or student.

Some students will have a Student Passport or Student Focused Plan which is shared with all staff and details the additional support or QFT strategies that should be implemented in the classroom on a day to day basis.

When new information comes into school this is usually shared with staff via email and highlighted during staff briefing sessions.

### What expertise is available in the setting, school or college in relation to SEND? *(IRR)*

Ruskin Community High School offers regular training for their staff with regular INSET/CPD sessions. Some of these sessions are used to develop the understanding of staff towards SEND and the impact this has upon students. In addition the twice weekly staff briefings provide a regular slot to update staff on aspects of SEND as well as individual student's needs.

Where there is a particular need of a student the SENCo will endeavour, with support from parents and other groups, to source and provide training for all staff.

### Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? *(IRR)*

At times it is necessary to seek advice and support from other agencies so that the needs of a student can be fully met. Currently Ruskin Community High School accesses support from:

- The Educational Psychologist
- CAMHs
- CEAT (Cheshire East Autism Team)
- The School Health Team
- The Speech and Language Team (SALT)

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### Working Together & Roles

Access to, advice from, and actions taken as a result of, are undertaken only after discussion with parents and the student.

### Who would be my first point of contact if I want to discuss something?

For parents who are worried we suggest a number of different routes depending on the nature of your concern:

- The Form Tutor if the concern is pastoral.
- The YAM again for pastoral issues or initial concerns regarding progress.
- The SENCo for concerns relating to progress, provision or additional support.
- The subject teacher/curriculum leader if the concern is related to a particular subject area.

If as a parent you have any concerns please contact the school, via email or telephone. You are also welcome to attend our weekly parent drop in meetings, times of which can be confirmed by contacting the school office.

### Who is the SEN Coordinator and how can I contact them? *(IRR)*

The current SENCo is Mrs M Gale. Mrs Gale can be contacted via the school office.

### What roles do your governors have? And what does the SEN governor do?

The current SEN Governor is Mrs M Veitch who ensures that the needs of students with SEND are represented appropriately at Governors meetings.

Mrs Veitch liaises with the SEN team on the provision and support for students who are looked after.

### How will my child or young person be supported to have a voice in the setting, school or college? *(IRR)*

As part of their EHC Plan review all students are asked for their views regarding their progress, the type of support they receive and how they would like this to develop. The views of parents are also sought. Feedback from each review meeting is shared with staff to ensure we grasp every opportunity to improve

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### Working Together & Roles

and develop current practice. SEND students also have a Key worker with whom they can discuss their aspirations or concerns.

### What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

Parents are invited to get involved with the life of the School either through the PTA or the Governing Body. Information and advice on how to do both can either be accessed via the School website or through contacting the School Office.

To discuss any opportunities for parents who wish to become more involved we encourage you to contact Mrs E Brett (Head teacher) directly via email ([brette@ruskin.cheshire.sch.uk](mailto:brette@ruskin.cheshire.sch.uk)).

### What help and support is available for the family through the setting, school or college? *(IRR)*

In terms of helping families' complete forms or in sourcing information and guidance there are a number of paths that a parent and student can take. Please contact the relevant YAM or the SENCo via the School Office in the first instance.

For information on careers and future aspirations then we do provide Careers advice and appointments can be made by contacting Mr L Morrey again, via the School Office.

For students with EHC Plans then there will be regular access to the Cheshire East Youth Support Service (CEYSS) who will support students in their transition post 16 and will attend all reviews of the EHC Plan.



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**Inclusion & Accessibility**

**How will my child or young person be included in activities outside the classroom, including trips? *(IRR)***

There are a number of lunchtime and after school clubs that take place at Ruskin Community High School. The activities are open to all students. If a parent has a concern regarding the club or activity then they would be advised to contact the organiser, their child's Form Tutor or YAM.

Library / ICT facilities are also available for students who wish to study.

There is open access to trips and activities for all students, although the nature of certain trips and activities may necessitate a meeting with parents so that their child can access the trip appropriately.

Only where behaviour has been raised as a concern and a student has received a certain level of sanction, access to a trip or activity be denied. This again will be done in consultation with parents.

**How accessible is the setting/school/college environment?**

Is the building fully wheelchair accessible?

Details (if required)

The lower floors of the school building are accessible for wheelchair users.

Are disabled changing and toilet facilities available?

Details (if required)

Do you have parking areas for pick up and drop offs?

Details (if required)

Do you have disabled parking spaces for students (post-16 settings)?

Details (if required)

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### **Inclusion & Accessibility**

For students who require disabled provision and access we would strongly recommend that parents contact the School Office and ask for a meeting with the SENCo and Inclusion Team. A tour of the School is recommended as the site is not currently fully accessible for specific physical disabilities.

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## Transition

### Who should I contact about my child/young person joining your setting, school or college? *(IRR)*

For information regarding transition into Year 7 please contact Miss D O'Hare via the School Office.

For information regarding in year admissions please contact the School Office who will approach the relevant YAM to arrange an initial meeting.

Information regarding our admissions policy can also be accessed by contacting the School Office.

The School complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of disabled students.

Where the school is oversubscribed, all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled the school will make reasonable adjustments and provide auxiliary aids or services where possible to ensure that no disabled child is placed at a substantial disadvantage compared to other students.

### How can parents arrange a visit to your setting, school or college? What is involved?

There are a number of opportunities for parents and students to visit the school.

Please contact the school office where one of the team will be able to inform you of our up and coming events.

Parents are always invited to contact the school and make individual appointments with key staff to discuss their child's needs. This is particularly encouraged for children with EHC Plans.

### How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting) *(IRR)*

For students joining us in Year 7 from Primary School there are a number of transition events including Open Days / Evenings and Transition Days. For some SEND students there are additional SEND transition events and individualised transition programmes. During the summer term members of staff visit all

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### Transition

feeder primary schools and obtain advice on students including progress grades, SEND information, friendship groups, and particular levels of need.

For students joining us from other schools/ educational establishments we would ask parents in these circumstances to contact School directly and ask to meet with Mr D Postlethwaite (Deputy Head teacher) and the SENCo if there is a SEND query.

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### Additional Information

#### What other support services are there who might help me and my family? *(IRR)*

Where a parent may want to access a support service we would advise that they contact the relevant YAM or the SENCo who will be happy to advise and support them.

To access information on Cheshire East services and for information on how the Local Authority works within SEN please use the following link:

[www.cheshireeast.gov.uk/childrenandfamilies](http://www.cheshireeast.gov.uk/childrenandfamilies)

#### When was the above information updated, and when will it be reviewed?

This information was compiled in September 2014 and will be updated annually.

#### Where can I find the Cheshire East Local Offer? *(IRR)*

From 1<sup>st</sup> September 2014, the Cheshire East Local Offer can be found at [www.cheshireeast.gov.uk/localoffer](http://www.cheshireeast.gov.uk/localoffer)

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### Additional Information

#### What can I do if I am not happy with a decision or what is happening? *(IRR)*

If a parent isn't happy with a decision that has been made there are a number of routes they can take. Please do contact the School and discuss this with the relevant YAM or Head of Key Stage. Ruskin Community High School encourages partnership between School and home for the benefit of students so that they make the best possible progress.