

Rastrick High School SEN Information Report (Local Offer)

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| Headteacher | Mr Mathew Williams |
| SENCo | Mrs Fiona Morris |
| Governor with responsibility for SEN | Mrs Helen Hemingway |
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| Telephone | 01484 710235 |
| Age range | 11 - 16 |

The following details Rastrick High School's Individual Local Offer (SEN Information Report as required in Schedule 1 of Regulation 51) and should be read in conjunction with the Core Offer found set out in Calderdale's Local Offer www.calderdale.gov.uk/localoffer which details the provision available in all Calderdale schools and academies.

Policies for Identification and Assessment of Pupils with SEND

[Click here to see our SEND Policy](#)

Rastrick High School endeavours to make available inclusive provision to ensure that all pupils, including those identified with Special Educational Needs and Disabilities (SEND), can enjoy and benefit from a broad and balanced education with access to the National Curriculum at an appropriate level, so that they may achieve their full potential. We are committed to narrowing the attainment gap between SEND and non-SEND students and offer a range of personalised learning interventions/opportunities to support this.

Below are frequently asked questions that parents/carers may ask about provision for children and young people who have special educational needs. We have aimed to answer potential questions as clearly as possible. If you prefer to talk to a member of staff about the support we can offer students choosing Rastrick High School, please use the phone number or email address above.

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| How will Rastrick High School support my child so that they are able to reach their potential? | <ul style="list-style-type: none"> All students have access to a broad, balanced curriculum which takes into account individual needs and styles that supports their learning. High quality teaching and learning which is rigorously monitored each term by the Senior Leadership Team. Rigorous pupil tracking system which ensures all student progress is regularly monitored and underperformance is identified early. Professional dialogue between staff to ensure early identification of possible barriers to learning. The marking policy ensures students receive regular feedback, clear guidance of what they have done well and their next steps for learning Appropriate screening for specific needs so that students can access the curriculum exams and tests. Climate for Learning Policy An Achievement Leader for each year group who monitors progress, behaviour and attendance, and implements interventions/rewards throughout the year |
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| | <ul style="list-style-type: none"> • Achievement Managers for each year group who monitor progress, behaviour and attendance. They provide support for the emotional wellbeing of students. • Regular liaison with external agencies, including Speech and Language, ASD Outreach, and the Hearing Impaired Team, who provide support and advice for students with additional needs • Student Welfare Officers in school who monitor students' attendance and welfare, and offer support and guidance to families • Students with EHC Plans take an active role in their Annual Reviews, ensuring that their views are listened to. They are given support prior to their meeting so they know what to expect. • Homework support (weekly homework club and daily drop-in at the Learning Centre). • Rewards programme in recognition of students' progress/achievement • Student Leaders for each year group • Annual Parent's Evening • Effective emailing system for parents to communicate with staff • Extra-curricular opportunities for all students • SENCO • Principal Support Officer • Team of Learning Support Assistants who support students across all curriculum areas • Learning Support Assistants delivering intervention programmes and GCSE core curriculum support 1:1 and in small groups • Internal Core Group - weekly staff meeting to discuss issues and action interventions/referrals for individual students as necessary |
| <p>How do you involve parents, children and young people?</p> | <ul style="list-style-type: none"> • Student Planner for communication between home and school • Class Charts app where parents and students can access information about achievement points and behaviour points • Parent's Evening – appointments with individual teachers • Additional parent's evenings at key times (GCSE options, Core subject progress in Year 11, Year 6 Transition, Year 7 Form Tutor) • Student progress reports – 4 per year • Parents' zone on school website • Students' zone on school website • Twitter (whole school and individual year group/subjects) • Student Voice • Student Leadership Team (Heads of Form, and Heads of Year) • Key workers for vulnerable students providing a consistent point of contact for parents |
| <p>What provision is available for a child with a physical disability?</p> | <ul style="list-style-type: none"> • Access to all areas of the school • Building that is fully compliant with Equality Act 2010 regulations • Lifts to two floors • Adapted timetables to accommodate needs of students • Height adjustable desks and work stations • Staff who are trained to deliver Moving and Handling sessions • Staff who are qualified to do Risk Assessments • School Health Worker • Touch typing sessions |

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| | <ul style="list-style-type: none"> • Access to a variety of resources e.g. writing apparatus, inclusive technology • Movement groups • Accessible toilet and changing areas for personal care needs • Differentiated physical activities with specialist equipment • Pass to leave lessons early |
| What support is available for a child with speech and language needs? | <ul style="list-style-type: none"> • Social Use of Language Programme by Dr Wendy Rinaldi – sessions delivered in the Learning Centre to small groups in Year 7 and 8 • Access to Speech and Language Services as required |
| How do we help a child who needs support with literacy? | <ul style="list-style-type: none"> • Teachers use the SEND register to be aware of the literacy needs of their students • Teachers use Quality First Teaching methods, ensuring all work is differentiated and strategies are in place to meet the needs of every student in the classroom • Marking policy in place includes a literacy focus (literacy codes used to guide students to SPaG corrections needed) • Staff are trained in dyslexia-friendly teaching strategies • Lead Teacher with overall responsibility for literacy • Adapted timetable to provide additional literacy lessons in the Learning Centre • Dyslexia support through a variety of specialist programmes (Toe by Toe / Beat Dyslexia) • Reading assessments (STAR Reading) • Adapted timetable to provide additional literacy lessons in the Learning Centre (KS3 and KS4) • Literacy lessons in The Hub (Accelerated Reader and Bedrock Vocabulary) • Homework support • Coloured overlays provided for reading • Students are setted in English, with smaller class sizes and a differentiated curriculum • Literacy-specific lessons as part of the English curriculum at KS3 |
| How do we help a child who needs support with numeracy? | <ul style="list-style-type: none"> • Teaching staff are accountable for the progress of all students and use information included in the SEND register to plan lessons that are well differentiated to meet the needs of all students in the classroom. • Adapted timetable to provide additional numeracy lessons in the Learning Centre (KS3 and KS4) • Students are setted in Maths, with smaller class sizes and a differentiated curriculum • 1:1 targeted sessions • ICT programmes including Mathswatch provide differentiated support and feedback to students |
| What support is available for a child who has social and emotional difficulties? | <ul style="list-style-type: none"> • Sulp (Social Use of Language Program by Dr Wendy Rinaldi) delivered to small groups • SEAL (Social Emotional Aspects of Learning) delivered to small groups • Learning Centre provides quiet spaces, a sensory room, and access to key workers • Internal Core Group attended by Achievement Leaders, Student Welfare Officers, School Health Worker, Assistant Headteacher and SENCo. Information can be collated, discussed and interventions actioned. • Student Welfare Officers • All Achievement & Support teams have staff trained in Mental Health First Aid |

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| | <ul style="list-style-type: none"> • GASS (Guidance and Support Service) lunchtime drop in sessions • Mindfulness drop-in sessions • Time out cards • Access to specialist support from ASD services • Social stories sessions • ASD peer awareness sessions • Breakfast club for vulnerable students • Break and Lunchtime support for vulnerable students • Parent liaison to support with specific difficulties • School Safeguarding Team closely monitor vulnerable children • Noah's Ark counselling service in school • Mindfulness sessions delivered in tutorial • Adapted timetables for 1:1 or small group interventions • Art therapy |
| How do you support a child who has behavioural difficulties? | <ul style="list-style-type: none"> • Regular communication with parents/carers regarding behaviour • Form Tutor, Achievement Manager and Achievement Leader monitor behaviour • Behaviour report • Behaviour policy consistently used by all staff • Rewards policy in place to recognise positive behaviour • Adapted timetable to access the Learning Centre • Programmes of behaviour support in Behaviour Repair Unit (Behaviour Toolkit, Anger Management, Emotional Resilience) • Restorative sessions • Key worker |
| How do you support a child who has medical needs? | <ul style="list-style-type: none"> • School Health Care Worker • Student Welfare Officers • Medical room • Individual Health Care plans • Risk assessments • Team of qualified First Aid staff • Toilet pass • Liaison with the Medical Needs Team to support students unable to attend school • Adapted timetables (lessons in the Learning Centre) |
| How do you evaluate and review the support provided? | <ul style="list-style-type: none"> • Learning Walks to quality assure the provision for SEND students in lessons • Learning Walks to quality assure the effectiveness of LSAs in the classroom • Analysis of SEND student progress after every assessment period • Behaviour and Attendance data monitoring • Liaison with Subject Leaders and Achievement Leaders • LSA skills audit • Work scrutiny • SEND department improvement plan updated every term • Review meeting with Assistant Headteacher each half term • Feedback to SLG and Governors |
| Which specialist services do school access to support | <ul style="list-style-type: none"> • ASD outreach team • Speech and Language Therapy • Educational Psychologists |

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| individual needs when required? | <ul style="list-style-type: none"> • Child and Adolescent Mental Health Service (CAMHS) / Open Minds • Visual Impairment Team • Hearing Impairment Team • Occupational Therapy • Physiotherapy • Young Carers • Short Breaks • The Women’s Centre • Family Support Service • Safe Hands Project • Early Intervention Service • Branching out • Sexual Health Worker • Child Looked After Services • Social Care • Noah’s Ark • Diabetic Outreach Nursing Team • Epilepsy Nurse • Medical Needs Team • Independent Travel Training • Connexions |
| How do you include children in activities outside the classroom? | <ul style="list-style-type: none"> • All extra-curricular clubs in school are accessible to all students • Identified support for students who go on trips • Support for KS4 students to attend after school intervention • Parents are informed about activities offered via Parentmail • Extracurricular activities timetable • School website advertises activities available • School Twitter feed gives regular updates • Homework club daily • TV screens in social areas advertising events etc. • Risk Assessments and trip planning procedures in place to ensure safety of all students |
| How do we prepare and support students for transition in Year 6? | <ul style="list-style-type: none"> • Transition staff visit primary schools to meet Y6 students • Meetings with parents and students during Y6 • Transition staff meet with SENCOs to discuss individual needs • Extra transition visits for SEND and vulnerable students • SEND Students’ Transition Booklet • Summer school • Close liaison with non-feeder schools to exchange information • SENCO/Principal SEN Support Officer attend Y6 annual reviews |
| How do you support the transition period for KS4 students? | <ul style="list-style-type: none"> • Individual careers meetings • Support staff available to attend careers meetings with students • Careers booklet given to all students • Careers Assemblies • Access arrangement testing • Staff to go with students for extra visits to college |

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| | <ul style="list-style-type: none"> • Liaison with colleges to exchange information • Taster sessions at college • Independent Travel Training • Independent Life Skills sessions • Bespoke transition if required |
| What provision is available for KS4 students? | <ul style="list-style-type: none"> • Small class sizes with specialist teacher • SEND intervention sessions (overlearning) during form time • Staff mentors • Achievement manager support • After school intervention sessions |
| How do you ensure all staff are trained? | <ul style="list-style-type: none"> • Whole staff CPD sessions weekly • Twice weekly whole staff briefing • Weekly meetings for support staff • Induction period for new staff • Student teacher induction includes session from SENCO • Performance Management procedures in school • Opportunities to shadow other members of staff • Student shadowing, Learning Walks, book scrutiny and lesson observations by SENCO |
| How do you deal with complaints regarding your provision for children and young people with SEND? | <p>Any parent/carer who has concerns regarding the support their child is receiving in school for SEND should in the first instance contact the SENCO directly. If this concern is not suitably addressed and you wish to pursue the complaint further then make an official complaint to the Assistant Head Teacher responsible for SEND. The complaints procedure and contact details can be found on the school website.</p> <p>If a child has an Educational Health & Care Plan, parents may seek advice from the Calderdale/Kirklees SEND team who will offer advice and may suggest an interim review in school to discuss any concerns.</p> |
| Contact details of support services for parents of pupils with SEND | <p>Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS)</p> <p>For information on Statements, Education Health and Care plans (EHC), Personal budgets, or general SEN queries, contact: 01422 266141</p> <p>Unique Ways is a parent led organisation. It supports disabled children and young people, their families and professionals who work with them. It does this through peer support, information, training and social activities. Contact: 01422 343090</p> <p>For full details of the entire support provided for parents please follow the link to Calderdale's Local Offer: www.calderdale.gov.uk/localoffer</p> |