

# **Rida Girls High School**

**Document  
Name:**

**Special Educational  
Needs and  
Disability: Information  
Report**

**Policy Date:  
Reviewer:**

**September 2022  
NM**

**RGHS High School**  
**Special Educational Needs and Disability: Information Report**  
**Introduction**

□ \_This SEND Information Report details how Rida High School will meet the needs of young people identified as having special educational needs. The contents of the report adhere to the guidance presented in the SEND Code of Practice (2014). The information report will be updated regularly, at least annually, to reflect changing practices within the school.

□ \_The Information Report is specific in that it details practices and strategies deployed within the school setting to meet the needs of young people with special educational needs. In addition, the school's SEN Policy provides further information, setting out the school's values and vision, structures, and procedures with regard to special educational needs students.

**DATA:**

**No on roll: 97**

**Current EHCP: 0**

**CURRENT SEND SUPPORT: 0**

**%age of SEND pupils at RGHS High School: 0%**

## **Who should I contact if I have a concern regarding my child's special needs?**

School Details:

**School:** Rida Girls High School (11-16 Academy)

**Headteacher:** Hafsa Patel

**SEND Co-ordinator:** Mrs Nasima Mohamed

**Governor with responsibility for SEND:** Y Patel

**Contact Address:** 39 Warren St WF12 9LX

**Telephone:** 01924 925915

**Email (Admin):** INFO@RGHS.ORG.UK

**Email (SENCO):** nmohmed@paradiseschools.org.uk

**Website:** <https://rghs.org.uk>

## **What kinds of special needs are provided for in Rida Girls High School?**

Admission arrangements for pupils are set out in the School's Admissions Policy. Equal value is given to all learners; learners with special educational needs receive the same consideration as all other learners with regard to admission.

At present the school caters for learners who have a diverse range of needs. The 'broad areas of need' catered for include:

Communication and Interaction

Cognition and Learning

Social, Emotional and Mental Health difficulties

Sensory and / or Physical Needs.

Rida Girls High School is an inclusive school and is keen to address and accommodate all pupils' needs as best it can. The school is mindful of the demands that the secondary classroom can impose on pupils with special needs. Therefore, the school is committed to doing all that it can to accommodate a student by modifying, adapting, and making reasonable adjustments to the curriculum.

In cases where parental preference indicates Rida Girls High School as the preferred secondary school, and the young person concerned has profound learning needs, the school will engage fully with the parents, the young person, and the Local Authority in determining whether Rida Girls High School is the best provision to meet the young person's needs.

Current number of EHCPs: 0 Current SEND support register: 0

## **How do we identify and assess pupils with SEN?**

The way in which we identify and assess pupils with SEN is in the first instance through a monitoring process, where if a concern is raised about any child's needs we investigate that concern, the first person that concerns are raised with is the child's class teacher who will then speak to the SENDCO who in turn will seek advice if necessary from other professionals such as the educational psychologist, the CAMHs team, or behaviour outreach teams.

## **What is our approach to teaching pupils with SEND?**

Our approach to teaching pupils with SEND has been very much our approach to teaching our mainstream learners. There is an expectation that all learners can achieve and we aim to ensure all learners attain at least national expectations. How we help the learners with SEND to be the best they can be though differs according to what their needs are. The journey that the learners have been exposed to in terms of their learning means that individual education plans, individual behaviour plans, care plans and risk assessments would be put in place for each child.

### **How do we adapt the curriculum and learning environment?**

We expect all learners to participate in all curriculum areas and activities that are statutory and non statutory. However in order for the SEND pupils to access all areas of the curriculum may have to make adaptations to how the curriculum has been delivered. This could be done by providing physical resources for some learners, providing personal spaces for learners, supporting the learners through very structured teaching, by delivering specific interventions during the afternoons for some learners.

### **How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?**

Pupils who may be SEND would be encouraged to engage in activities with pupils who don't have SEND by making sure that our school ethos of inclusivity and working together for success has never been undermined. There is no segregation made by the school. All learners who may have SEND will have appropriate provision provided based on the child-centered approach we have.

### **How do we consult parents of pupils with SEN and involve them in their child's education?**

We would make parental contact formally/informally. Where a child's needs, require interventions to be escalated then meetings become more formal and may involve people from other agencies. This is so each professional and parent works in partnership to address the needs of the child. Due to the cycle of assess, plan do and review, meetings occur at regular intervals and are minute so that all parties have been able to agree a way forward that acts in the best interests of the child. The SENDCO and Head Teacher are both integral to all meetings.

### **How do we consult pupils with SEND and involve them in their education?**

Where it is possible to seek out the views of the child with SEND, this can be done through structured informal meetings again, which are minuted with the child and we would listen to their views and consider them carefully. We have 'One Page Pupil Profiles' focused on what learners like, what makes them happy and how they feel they can be best supported. This does not mean the learners always get what they want, but it does mean that as a school we have acted with consideration, taking their views into account. If needed we can also use other professionals and parents to obtain the views of pupils, so that we have been able to make informed judgements.

### **How do we assess and review pupils' progress towards their outcomes?**

For any children that may have SEN, every term, over the last academic year, pupil outcomes are reviewed. These outcomes are based on teacher observation and formal testing where possible as well as discussions with the child and/or parent/carer. These meetings look at how well the pupil has performed against National Expectations as well as specific success criteria for the individual pupils based upon their needs. These meetings will include the SENDCO, class teacher and in some cases the Head Teacher with both, parents/carers and pupil. In all meetings the school has used a range of

information to show the strengths of the pupil and have involved parents and the young people concerned in the process.

### **How do we support pupils moving between different phases of education?**

For learners moving within school to a new year group or to a new phase, pupils with SEND would be supported by teachers ensuring accurate records are passed on to the next teacher. Teachers hold specific transition meetings with each other, where they can discuss issues such as what the child's interests are; what their preferred learning style is and what the child's strengths are and areas for development are. The teachers would share individual education plans or behaviour plans with each other and discussed what provision has been the most effective for the pupil concerned.

### **How do we support pupils preparing for adulthood?**

Through our behaviour management policy, that we all have to abide by rules and regulations that helps us ensure we deliver on our responsibilities, as well as entitling us to certain rights. We ensure all learners are encouraged to be ambitious in terms of how they can be the best they can be, by holding celebratory assemblies, rewarding learners for their best efforts. We also try our utmost through liaising with parents and rewarding learners that attendance and punctuality are crucial for adult life and that good practices started at an early age are key to success.

The most important thing we do, and have done over the last academic year, in preparing learners for adulthood is to teach them through the formal and the hidden curriculum, that as individuals they are all valued and respected, and this leads to our learners being very supportive of each other. They recognise and value that each individual has strengths albeit not always in the academic arena.

### **How do we support pupils with SEND to improve their emotional and social development?**

For all learners at some point they experience social and emotional issues, which need to be addressed. All staff treat the learners with respect and a calmness that helps them understand they are being listened to.

### **How do we involve other organisations in meeting the needs of pupils with SEND and supporting their families?**

At RGHS we would work effectively with other agencies, we would seek advice and support from other agencies such as the school health service, speech and language, occupational health, sensory service and CAMHS so that all learners that may have additional needs have their needs met.

### **How do we evaluate the effectiveness of our SEND provision?**

When it comes to SEND provision, one measure that can be used is pupil outcomes, this is based upon not only whether or not those learners meet national expectations, but whether or not those learners meet or exceed their personal targets and therefore can be seen to have made progress. The other way that we evaluate our provision is through pupil and parental voice activities and feedback. Finally, another way out SEND provision can be evaluated is by the number of exclusions, fixed or permanent, that we make.

**How do we handle complaints from parents of learners with SEND about provision made at the school?**

Any complaint is taken seriously; we understand as a school that you want the very best for your child. The school complaints policy is available for you to peruse on our website under policies. However, the first step is always come in to school and speak to the relevant member of staff in the first instance.

**Who can young people and parents contact if they have concerns?**

All of our learners know that they can talk to any member of staff about their concerns. If a parent has a concern they should speak to the class teacher or the SENDCO in the first instance.

**Where can the LA's local offer be found? How have we contributed to it?**

<https://www.kirkleeslocaloffer.org.uk>