



Ringwood School

Special Educational Needs Information Policy

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website [Ringwood School - Policies and Statutory Information](#)

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

Area of need	Condition
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which training have staff received to support children and young people with SEN?

Training is provided in line with the school's continuous professional development plan.

There is an ongoing programme of training and supervision provided to the SEN Team. Some of our staff have additional qualifications or have attended training specific to a child's needs.

These are some of the qualifications or training staff have attended:

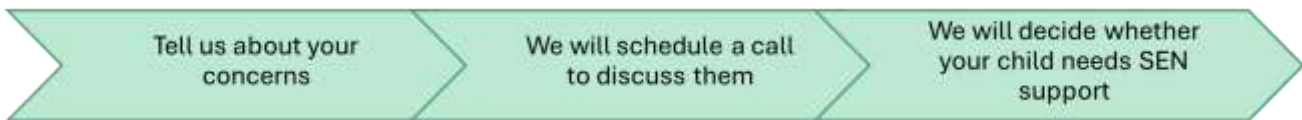
- National Award for SEND Coordination
- Assessing for access arrangements Level 7 qualification
- Inclusion Expert
- Higher Level Teaching Assistant
- Supporting students on the Austic Spectrum
- Supporting students with Speech Language or Communication and Interaction Needs
- Supporting students with hearing impairments
- Supporting students with visual impairments
- Supporting students with physical disabilities
- Manual handling

- Exam Invigilation training
- Food Hygiene
- Training on supporting young people with ADHD
- ELSA qualification and supervision
- Language Modifier
- Lexonic
- Lexonic Leap
- Phonics
- Training to support students with Exam Access Arrangements

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Hampshire and Isle of Wight Educational Psychology
- Communication and Interaction Team
- Speech and Language Team
- Occupational therapists
- Specialist Teacher Advisory Services (HI, VI, PD)
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Social services and other local authority (LA)-provided support services
- Greenwood School
- Eaglewood School
- Ngaged Ltd.

3. What should I do if I think my child has SEN?



If you think your child might have SEN, please email the SEN team at senteam@ringwood.hants.sch.uk.

The SEN administrator will be in touch to schedule a phone call to discuss your concerns.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record.

If we decide that your child needs SEN support, we will formally notify and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

Individual special educational needs are identified, met, monitored and reviewed through the Graduated Approach of the Assess, Plan, Do and Review cycle.

We will carry out some initial testing e.g. Cognitive Ability Tests, Reading Tests and Dyslexia Screening Tests when your child starts at the school. This will build on information from previous settings. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Subject teachers will regularly assess the progress of all pupils through formative and summative assessments and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress

- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SEN team to have an initial discussion about whether this lack of progress may be due to a special educational need.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as friendship difficulties or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and consideration of the views and the wishes of you and your child. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

Then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision.

If your child does need SEN support, their name will be added to the school's SEND support register.

5. How will the school measure my child's progress?

All subject teachers will monitor the progress of students in their subjects through formative and summative assessment and observations.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and use this to inform the support in place.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's strategies and provisions will be revisited and refined.

6. How will I be involved in supporting my child's education?

We encourage all parents and carers to attend the parent information evenings at the beginning of the academic year.

We encourage all parents and carers to speak with your child about their progress reports so you can understand the areas that are going well both academically and attitudinally and support them with improving those areas where things are not going as well as in other subjects. If you have a particular concern, we ask you to raise this with your child's tutor or Head of Year.

We encourage parents and carers to attend parent consultation meetings so that you can meet with the subject teachers for your child and find out how they are doing, ask any questions and understand how you can support them. At the parent consultation meetings, you can also schedule an appointment with the SENCO and/or Deputy SENCO to discuss the support that is in place for your child.

The SEN team hold parent surgeries twice a week. We encourage parents and carers to book appointments to discuss any concerns or the support in place for your child by emailing senteam@ringwood.hants.sch.uk

Should your child receive an intervention, a member of the SEN Team will contact you ahead of the intervention starting so that you can understand what the intervention is for, how it runs and how to support at home. We ask that parents and carers support their children by ensuring high attendance and punctuality to their sessions.

7. How will my child be involved in decisions made about their education?

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Discuss their views through a learning conversation with a trusted member of staff who can act as a representative during the meeting
- Represent at student voice
- Voting and discussion in tutor time surveys and questionnaires

8. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

Teachers are well informed with the needs and strategies of children with SEN in their classes. They use this information to inform their lesson planning.

They will differentiate (or adapt) how they teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our teaching, for example, giving longer processing times, chunking information, checking for understanding, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, larger font, etc.
- Teaching assistants may support select classes; they will be directed by the teacher

We may also provide your child with one of the following interventions (this is a list of examples, not exhaustive):

- Literacy
- Numeracy
- Reading

- Typing Fluency
- Precision Teaching
- Mentoring
- ADHD mentoring
- ELSA
- Lexonic
- Lexonic Leap

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

Reviewing their progress towards their targets

Reviewing the impact of interventions after 6-12 weeks depending on the intervention

Having learning conversations with pupils

Monitoring by the SENCO, Head of Year and subject teachers

Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment, facilities or resource
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The provision for pupils receiving SEN provision is funded through the school's notional SEND budget.

The provision for pupils with an Education, health and care plan (EHCP) will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips.

All pupils are encouraged to take part in sports day, fixtures, school shows, off timetable activities.

We will always work with parents and the pupil to make reasonable adjustments to enable students with SEN to partake.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

The admission of all pupils, including those with learning or social, emotional and mental health difficulties whose needs are not accommodated by an EHCP, are subject to the School's Admissions Policy. This policy in no way discriminates against pupils with special educational needs. In the case of pupils with non-EHCP physical difficulties, the same standard criteria will apply (see Ringwood School Admission Policy).

13. How does the school support pupils with disabilities?

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

Increase the extent to which pupils with a disability can participate in the curriculum

Improve the physical environment of the school to enable pupils, staff, parents and carers with a disability to take better advantage of education, benefits, facilities and services provided

Improve the availability of accessible information to pupils, staff, parents and carers with a disability

At Ringwood School, the fundamental principle of our accessibility plan is that of inclusion.

Ringwood School values all members of our community and believe everyone is entitled to equal opportunities. Ringwood School aims to be fully inclusive by treating all its staff, parents and carers fairly and with respect, and by challenging misunderstandings and negative attitudes towards disability. We are committed to removing barriers to enable students with a disability wide access to the curriculum; to improving the physical environment to enable full access to our facilities and services; and improve the availability of accessible information to staff, parents and carers with a disability.

This plan correlates with Ringwood School's Admission Policy. Before offering a place to any prospective pupil, the school must feel reasonably sure that it will be able to educate and facilitate the development of the prospective student to the best of his/her potential and in line with the standards achieved by their peers and without detriment to the efficient education of others.

The plan will be made available online on the school website here: [Ringwood School - Policies and Statutory Information](#), and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

14. How will the school support my child's mental health, and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

Pupils with SEN have access to our Hive at unstructured times which is run by staff in place to support social and emotional development

Pupils with SEN are encouraged to join extra-curricular clubs

Pupils with SEN are encouraged to be part of the student voice

Pupils with SEN are also encouraged to become antibullying ambassadors

We provide extra pastoral support for listening to the views of pupils with SEN

We have a 'zero tolerance' approach to bullying. This is outlined in our robust prevention of bullying policy that can be found here [Ringwood School - Policies and Statutory Information](#).

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

Information on your child's needs and strategies that support them are shared during handover meetings.

The SEN team and pastoral team identify any students who we feel would benefit from a school visit ahead of the rest of the school starting.

There are two INSET days at the beginning of the school year to allow staff to familiarise themselves with their classes, meet with the SEN team to talk about specific students and plan their lessons accordingly.

Between schools

When your child is moving on from our school, we will ensure that any SEN information is passed on to their new setting.

Between phases

The SENCO of the junior school meets with our SEN team to discuss the needs of the incoming pupils near the end of the summer term.

The junior school may identify students that need additional visits to familiarise themselves with the setting. These will take place in the summer term.

Moving to adulthood

We provide all our pupils with appropriate advice on paths into work or further education through PSHE, pastoral programme and independent careers advice.

We work with the pupils to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

16. What support is in place for looked-after and previously looked-after children with SEN?

Mrs Dresser, Designated Teacher for looked-after and previously looked-after children will work with Mrs Bastow-Hart, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

We value working closely with parents and carers to support their children while they attend Ringwood School.

Parents are always welcome by appointment to discuss provision for their child with the SEN Team. You can book an appointment by emailing senteam@ringwood.sch.uk.

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the subject teacher, Head of Year or SENCo. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents will be made aware of the school complaints system by request.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at your local authority's local offer:

Your local authority publishes information about the local offer on their website:

[Family Information and Services Hub | Hampshire's Local Offer for Special Educational Needs and / or Disabilities](#)

[SEND Local Offer - Dorset Council](#)

Our local special educational needs and disabilities information, advice and support services (SENDIASS) are:

[Hampshire SENDIASS - Special Educational Needs Support](#)

[Dorset SENDIASS](#)

Some local charities that offer information and support to families of children with SEN are:

[Home | Autism Hampshire](#)

[CAMHS](#)

[Hampshire and IOW Support for Neurodiverse Families | Barnardo's](#)

[Hampshire Dyslexia Association - Dyslexia Resources](#)

National charities that offer information and support to families of children with SEN are:

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

19. Glossary

Access arrangements – special arrangements to allow pupils with SEN to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan

EHC plan – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs

First-tier tribunal / SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision that meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages