



# The Ripley Academy and Sixth Form

Executive Headteacher: Mrs H Frost-Briggs BA (Hons)  
We are **AMBITIOUS**. We are **COMMITTED**. We are **PROUD**.



## The Ripley Academy Special Educational Needs and Disabilities (SEND) Information Report 2023-24

### Introduction:

The Ripley Academy and Amber Valley Sixth Form is an inclusive mainstream school. We are committed to ensuring that all children are ambitious in achieving or surpassing their academic and social potential so that they can thrive once they leave school. Here at Ripley, we recognise that there are a wide range of special educational needs for which children may need additional support and we are committed to providing this support effectively for the following areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health
4. Sensory and/or Physical

### What is the Local Offer?

#### The Local Authority (LA) Local Offer

- The *Children and Families Bill* was enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs and Disabilities (SEND) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The Derbyshire Local Offer can be found here: <http://www.derbyshiresendlocaloffer.org>

#### The School SEND Information Report

This utilises the LA Local Offer to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to meet.

### What can we offer at The Ripley Academy?

The Ripley Academy is fully committed to the provision of equal educational opportunity for all students. We believe that provision for students with special educational needs is a whole school responsibility requiring a whole school response, involving all teaching and associate staff. We believe that all of our students should be



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valued equally, treated with respect and be given equal opportunities. Please explore our frequently asked questions below to see how we ensure that this happens.

## Frequently Asked Questions

### Who are the best people to talk to about my child's needs?

To discuss your child's needs in the first instance you can contact your child's form tutor, Head of Year, Head of Sixth Form, Assistant SENCO or Assistant Headteacher – SEND. The Ripley Academy office will be happy to direct your call from 01773 746334 or email: [enquiries@ripleyacademy.org](mailto:enquiries@ripleyacademy.org)

### How can I let school know if I am concerned about my child's progress?

If your child receives existing support for SEND in a different setting, this should be shared with the pastoral team when they apply to join the school.

If you develop new or additional concerns whilst your child is a student at The Ripley Academy, please contact Student Support or our main reception, where concerns will be passed on to the SEND team.

### How will the school let me know if they are concerned about my child's learning?

We may advise you that we wish to explore your child's needs if:

- Concerns are raised by you, your child, their teachers or support staff or an external specialist.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gaps in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected levels of progress.
- Observation of the student indicates that they have additional needs in one or more of the four broad areas of need.

With your agreement we will then assess your child as needed, plan and deliver support and review this regularly.

We will communicate with you by telephone, email or letter as required and regularly through the following processes:

- A written report or parents evening each term.
- An annual review of your child's Education, Health and Care Plan or Statement.
- A progress review of SEND support each term.



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You are also encouraged to arrange an appointment to discuss your child's progress with their Form Tutor, Student Support Coordinator, subject teachers, the SENCO or a member of the Senior Leadership Team at any time, especially when you feel concerned or have information that you feel staff need to know that could impact on your child's success.

In the first instance, please contact The Ripley Academy office to arrange an appointment on 01773 746334.

## **What are the different types of support available?**

Students with an Education Health and Care Plan (EHP) will be offered very specific support as detailed in this plan. Students for whom you or the Academy have concerns, or have been identified as requiring Special Educational Needs Support, may be offered a range of provision as outlined in our provision map (Appendix A):

## **How will teaching be adapted for my child with SEND?**

Students with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in the Academy and increase their access to the lessons delivered by each teacher.

All teachers will provide high quality teaching that is ambitious for all learners, including those with SEND. Lessons will be either differentiated or will include forms of 'scaffolding' to meet the diverse needs of all learners.

This may include some of the following:

- Alternative tasks
- Different methods of learning e.g. dual coding (linking images with words)
- Different resources e.g. size of font, colour of paper, slightly altered content
- Small group work
- Working with an adult
- Adaptive technologies

Students who require support in addition to, or different from, that which the teacher is able to provide may require Special Educational Provision (SEP).

You can find further information about the different levels of support that we might offer your child in our provision map (Appendix A).



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## How will you measure and improve my child's progress?

All students have annual individual curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parent/Carers' Evenings.

Students' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified quickly. These students will be included on a Register of Additional Support and will be discussed in progress meetings each term.

Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated/scaffolded teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the student.

Students who require support in addition to or different from that which the teacher is able to provide may require Special Educational Provision (SEP).

Where it is decided that SEP is required to support increased rates of progress, parents will be informed that the school considers their child may require SEN Support and their partnership sought in order to improve attainments. All students in receipt of SEP will be recorded on the SEN Support Register and details of their needs and provision will be shared with staff and parents/carers.

Action relating to SEND support will follow an assess, plan, do and review model:

- **Assess:** Data on the student held by the school will be collated in order to make an accurate assessment of the student's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
- **Plan:** If initial assessment or review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved, including the parents/carers and the student, will be obtained and appropriate evidence-based interventions identified. Targets will be recorded that identify a clear set of expected outcomes, (which will include stretching and relevant academic and developmental targets that take into account the child and parent/carers' aspirations). Parents/carers and the student will also be consulted on the action they can take to support attainment of the desired outcomes.
- **Do:** Evidence based interventions will be implemented by the subject teacher, intervention teacher, Learning Support Assistant (LSA), Higher Level Teaching Assistant (HLTA) or SENCO.
- **Review:** Progress towards targets will be tracked and reviewed at least termly with the parents and the student. The process of assessment will now begin again should the targets set not be achieved.



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## How is extra support allocated to children?

The Academy receives funding to respond to the needs of students with identified SEND from a number of sources that includes:

- A proportion of the funds allocated per student to the school to provide for their education called the Age Weighted Pupil Unit.
- The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of students with SEND.
- The Pupil Premium funding provides additional funding for students who are claiming Free School Meals, who are in the care of the Local Authority or whose parents are in the Armed Services.
- For those students with the most complex needs, the school may be allocated additional educational needs funding from the Local Authority funding allocation on a temporary basis (Inclusion Panel funding) or on a more permanent basis (via an Education and Health Care Plan).

This funding is then used to provide the resources, programmes, equipment, support and facilities to ensure students with Special Educational Needs and Disabilities make progress.

The range of support offered is identified on the provision map (Appendix A) which is available to view on the school website. These target the broad areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

If you wish to discuss the options available for your child, you are welcome to make an appointment to see the Assistant SENCO/SENCO.

## How are the teachers prepared to work with students with SEND?

All staff and the Governor with responsibility for SEND receive training on awareness of different needs. We also hold regular whole staff briefings with a focus on SEND to ensure staff are aware of the latest developments and can support SEND students effectively. Teachers also have the opportunity to develop their specialist skills through a programme of Continued Professional Development (CPD).

In addition to this, all staff are provided with information about the needs of each group of children or individual via Class Charts. Students with a Special Educational Need all have a 'learning passport' which



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provides teaching and support staff with relevant information and strategies to support students to make progress.

As part of our appraisal and review system, lessons and student outcomes are monitored and reviewed with a focus on SEND students to ensure needs are met consistently and effectively.

If teachers have concerns about a student with SEND, they can access support from the SENCO and the Learning Support Department to adapt techniques, resources and support.

## **Who are the other people providing services to students with SEND?**

External Agencies from whom we may seek advice or request support include:

- Behaviour Support Service
- Autism Outreach Team
- Hearing Impairment team
- Visual Impairment team
- Educational Psychologist Service
- Ripley Multi Agency Team
- Physical and Disability Support Service
- Social Services
- School Nurse
- Child & Adolescent Mental Health Service
- Speech and Language Therapy
- Occupational Therapy

## **How is The Ripley Academy made accessible to students with SEND?**

Our Accessibility Plan describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available on our website ([www.ripleyacademy.org](http://www.ripleyacademy.org)).

## **How will you support my child when starting and leaving school?**

A number of strategies are in place to enable effective student transition. These include:

### **On entry:**

- A planned introduction programme is delivered in the Summer term to support transfer for students starting school in September.
- All parent/carers of prospective students are invited to an event at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.



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- The SENCO/Assistant SENCO meets with all new parents of students who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be arranged prior to entry.
- Previous school records will be requested and the SENCO/Head of SEN may attend statutory annual review meetings prior to transition.
- Staff from The Ripley Academy may visit new starters in their previous setting and students, their parent/carers and support staff will be invited to visit The Ripley Academy.

## **Transition to the next school, preparation for adulthood and independent living.**

### **After school:**

- The Academy ensures that all students from Y8-13 know how to access independent careers guidance. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.
- All students have access to careers education as part of the curriculum for PSHE and through planned enrichment events appropriate to their current stage of career planning.
- The pastoral/SEND teams will offer guidance and support for students in applying to college/post-16 or vocational pathways.

## **How will you support my child's emotional and social development?**

The school offers a wide variety of pastoral support for students. These include:

- Targeted social, moral, cultural and spiritual support for students in each year of each key stage delivered by the Student Support Officers, Form Tutors and Assembly Programme.
- An evaluated Personal, Social, Health and Economic (PSHE) curriculum that aims to provide students with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Student and Parent Voice mechanisms which are monitored for effectiveness by the Governors.
- Small group, evidence-led, interventions to support students' well-being are delivered to targeted students and groups. These are identified on the provision maps located on the school website and aim to support improved interaction skills, emotional resilience and wellbeing.
- Students who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.

## **What support do you offer for parents and carers of children with SEND?**

We offer a range of support to parents and carers of children with SEND. We will work with you to ensure that your child receives the correct provision within school and to amend this where necessary, alongside offering briefings on changes that could affect you and your child. We will also endeavour to provide signposting and referrals to external agencies who may provide more specialist support, as referenced above.



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If you feel that you would like independent support, you may like to contact the Derbyshire Information Advice and Support Service (DIASS) for SEND. This service offers free, confidential, impartial information advice and support to parents, carers, children and young people up to the age of 25 about SEND and exclusion from school, which can be found here: <http://www.derbyshireiass.co.uk>





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## Appendix A The Ripley Academy Provision Map

	<b>Cognition and Learning</b>	<b>Communication and Interaction</b>	<b>Behaviour, Emotional and Social</b>	<b>Sensory and/or Physical</b>
<b>Transition</b>	<p>Open evening whole school events            Individual parental/student transition visits to the school            SENCO/Assistant SENCO attend Year 6 annual review meetings where possible.            Common Transfer Induction Day in Summer term Year 6            Nurture group 'taster' sessions in Summer term Year 6            Visits to primary school to gather student information (data, special educational and/or pastoral needs)            New Intake evening            Liaison with involved partner agencies</p>			
<b>KS 3</b>	<p>Annual review process</p> <p>Reporting cycle</p> <p>Student information shared</p> <p><b>Wave 1</b>            Differentiation            In class support (HLTA/TA)            Buddy reading programme</p> <p><b>Wave 2</b>            Buddy maths            Literacy intervention            Numeracy intervention            Homework club</p> <p><b>Wave 3</b>            Bespoke phonics support</p>	<p>Speech and Language programme if appropriate</p> <p>Social Stories if appropriate</p> <p>Comic strip conversations if appropriate</p> <p>Visual timetable if appropriate</p> <p>Stable timetable structure</p> <p>Regular classroom routines</p> <p>In class support if appropriate</p> <p>Nurture breakfast club</p> <p>Break/lunch club</p>	<p>Mentoring</p> <p>1-2-1 Behaviour Support programme</p> <p>Positive behaviour strategies shared</p> <p>Positive behaviour report</p> <p>Social skills support</p> <p>Time out card</p> <p>TA support in lesson</p> <p>Reward system</p> <p>Nurture breakfast club            Break/lunch club</p> <p>Social skills (1-2-1 or small group)</p> <p>Positive Support Sessions</p>	<p>Short term personalised provision for medical needs</p> <p>Access to the sensory room</p> <p>Occupational therapy</p> <p>Physiotherapy</p> <p>Individualised provision for visual or hearing impaired</p> <p>Access arrangements for physically disabled</p> <p>Flexible teaching arrangements</p>



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	One to one tuition	Small room exam provision  Social skills (1-2-1 or small group)		
<b>KS 4</b>	As above Guided option choices  Special exam Arrangements  Revision classes  Alternative curriculum e.g. foundation learning	As above	As above Alternative provision relating to student need  Reduced curriculum  Guided option choices  Work experience	As above
<b>KS 5</b>	As above Guided option choices  Special exam arrangements  Revision classes  Study Support sessions	As above	As above	As above
<b>Access strategies</b>	Differentiated planning and teaching in all subject areas  School marking and feedback policy  Home/school links School planner	Team Building Skills club  Homework club	Team Building Skills club  Homework club  Alternative curriculum/provision  Behaviour plan  School reward systems  School sanction systems  Personal mentor	Disabled toilets  Medical support  Ramps/lifts/handrails  Specialist IT equipment  Specialist equipment e.g. writing slope  Bespoke furniture  High visibility PE balls



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	<p>Ability groupings in core subjects</p> <p>Small group tuition</p> <p>One to one tuition</p> <p>Dyslexia friendly teaching approaches used</p> <p>KS 4 option choice/guided pathways</p> <p>Work experience</p> <p>Special exam arrangements</p> <p>Homework club</p>		Pastoral support from Student Support Team	Homework club
<b>Partner Agencies</b>	Educational Psychology, Behaviour Support Service, Autism Outreach, ADHD nurse, Child and Adolescent Mental Health service, Visual Impairment team, Hearing Impairment team, Speech and Language therapy, Local Inclusion Officer, Occupational Therapy, Multi Agency Team(careers advice), Youth Offending Team, Integrated Pathways team, Pupil Referral Units, Out of School Tuition, Bereavement Agencies			
<b>Continuing Professional Development</b>	Whole school INSET programme for teaching and support staff in line with School Improvement Plan using internal/external partners Targeted departmental or individual training programmes SENCO completing National Award for SEN Co-ordination			