



Rigby Hall School: What we can offer

SEND Information Report- October 2021

School Name	Rigby Hall Special School
School Address	Rigby Lane, Aston Fields, Bromsgrove, B60 2SA
Telephone number	01527 875475
Headteacher	Mrs Tracey Smith
Chair of Governors	Mr Huw Powell
Safeguarding Lead	Mrs Samantha Hayward
Designated Teacher for LAC/PLAC	Mrs Samantha Hayward
Email	office@rigbyhall.worcs.sch.uk

Information contained in this report must be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the SEND regulations 2014 and must include information about;

- *the kinds of special educational needs that are provided for
- *policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENDCO (mainstream schools)
- *arrangements for consulting parents of children with SEND and involving them in their child's education
- *arrangements for consulting young people with SEND and involving them in their education
- *arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review
- *arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society
- *the approach to teaching children and young people with SEND
- *how adaptations are made to the curriculum and the learning environment of children and young people with SEND
- *the expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured
- *evaluating the effectiveness of the provision made for children and young people with SEND
- *support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying

*how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people’s SEND and supporting their families

*arrangements for handling complaints from parents of children with SEND about the provision made at the school

Worcestershire County Council’s Local Offer can be found by typing in the following address:

www.worcestershire.gov.uk and search ‘SEND local offer’ or go direct to

<https://www.worcestershire.gov.uk/sendlocaloffer> Rigby Hall School is an inclusive school and offers

a range of provision to support children with SEND.

<p>Section 1 What kinds of special educational needs does Rigby Hall make provision for?</p>	<p>Rigby Hall is a community maintained Special School.</p> <p>The school offers provision for 196 pupils between the ages of 4 to 19 and we meet the needs of children and young people with a range of additional learning needs from developmental delay to complex learning and communication needs.</p> <p>Pupils may also be on the autistic spectrum, have sensory impairment, display behaviours that are negative and challenging to others, and some have mental health issues.</p>
<p>Section2 How would Rigby Hall identify and assess my child’s special educational needs?</p>	<p>Every pupil has an Education, Health and Care Plan. These are reviewed annually. Assessments of pupils take place daily and your child’s progress will be carefully recorded and monitored.</p> <p>At Rigby Hall School staff use level descriptors to support our assessments on a daily basis. We currently use SOLAR assessment package to record all steps of progress within level descriptors associated to pupil’s academic and development levels or accreditation courses and awards undertaken.</p> <p>Staff teams and Senior Leaders & Managers, meet termly to monitor the progress pupils are making during the year. Interventions and strategies are swiftly put in place where necessary.</p> <p>The school works closely with a range of external professionals to identify and meet the holistic needs of every child.</p>
<p>Section3 a) How does the school evaluate the effectiveness of provision for pupils at Rigby Hall?</p>	<p>We have a robust system of reviewing our provision each term through our Self Evaluation Form under the Ofsted criteria. This includes:</p> <ol style="list-style-type: none"> 1. Leadership & Management 2. Quality of Education 3. Behaviour & Attitudes 4. Personal Development <p>We ask parents and carers annually for their thoughts on the work of the school and report back to them on our progress.</p>

<p>b) How does the school assess and review the progress my child makes?</p>	<p>Information from our self- evaluation supports the school in development and improvement planning.</p> <p>Governors are very much involved in the process and receive reports on progress of school improvement initiatives through the various school committees.</p> <p>The school was last inspected by Ofsted (February 2017) and received a ‘good’ judgment in every area.</p> <p>Staff teams meet termly to discuss and review the progress of your child. We share this information with parents and carers termly at a formal parents meeting. At this time we also discuss targets for your child.</p> <p>At the Annual Review meeting, we discuss progress and expectations for your child.</p> <p>Regular contact is maintained with families through the home school communication books and telephone calls.</p> <p>In addition to the Annual Review, parents also receive an Annual Report from us in July of each year.</p>
<p>c) What is the schools approach to teaching pupils with SEND?</p>	<p>The curriculum places the pupil at the centre of the planning process and so provides an approach that meets individual needs. All planning, both long term and medium term is differentiated within each class and subject, through planning of pathways.</p> <p>The staffing ratio is relevant to the cohort. Each class has at least 1 Teaching Assistant. Pupils may be taught 1:1, in small groups or whole class depending upon the activity and needs.</p> <p>Each class has a full time equivalent teacher.</p> <p>School staff are supported by Speech and Language Therapists, Physiotherapists, Occupational Therapist, an Educational Psychologist, the Special School nurses team and specialist advisors where and when appropriate.</p> <p>The school is arranged in Key Stages as we strive to make each area of the school age appropriate so that pupils enjoy a different experience as they progress through the school.</p> <p>Classes are as closely grouped by age as is possible and pupil’s priority needs are very carefully considered when grouping. This enables us to ensure that your child is receiving an appropriate curriculum that fully meets their needs.</p>
<p>d) How does the school adapt the curriculum and learning environment to support my child?</p>	<p>Rigby Hall School provides a curriculum that is relevant, stimulating and which meets all statutory requirements. We aim to provide a curriculum that is broad, balanced and helps children to become as functionally literate, numerate, communicative and as independent as possible in an environment that promotes positive learning experiences.</p> <p>The EYFS curriculum is adapted and delivered to Foundation Stage pupils and those in Year 1 as this is appropriate to their individual needs.</p>

The National Curriculum is taught and developed by use of multi-sensory experiences, enrichment, inclusion and off-site experiences.

The Primary & Secondary departments now use a thematic approach where they consider themes that motivate and highlight key times in the year or events happening in order to carry out their core learning within this topic area. The thematic approach has proved to be beneficial for pupils at Rigby Hall. It encourages collaboration between different groupings and classes, whilst enabling the pupils to receive a creative curriculum and immersive approach to learning.

Our recent implementation of the Life Skills Village has started to offer a different approach to learning for all the pupils in our school. Key skills and knowledge from the curriculum and also skills needed for the workplace can be developed further in the Village, with pupils seeing the importance of the transference of these into a real life learning experiences.

Post 16 students continue to access accredited courses and further preparation for life opportunities. They take part in vocational opportunities, travel training, applying skills and knowledge in the Village as mentors for younger pupils. Students take part in the Duke of Edinburgh Bronze Award where they develop further their self-esteem, confidence and resilience within a nationally recognised award.

The classes throughout the school are organised carefully with consideration of the primary need and learning style of each pupil in mind.

Two sensory rooms are available. One is situated in the Chestnut Centre where it is predominantly accessed by our pupils with complex learning and communication needs. A second sensory space is situated within the Primary department. This has recently been converted to a room for regulating emotions, with soft lighting that change on pupil reactions, a grass flooring for sensory and padded curves for comfort. This space was requested by staff and pupils.

We offer a supportive learning environment that includes:

- Large learning spaces and classroom sizes
- Multi- agency meeting room
- Clear corridors for easy access
- Classrooms designed to meet particular learning needs (EYFS, SLD, Complex needs)
- Accessible specialist areas- Food Technology, Science, Practical Skills, Sensory – (we have temporarily had to use both the Science room and Practical Skills room for the academic year 2021-2022 as classrooms due to growth of school. However, both will return to being designated learning spaces 2022-2023)
- Sports facilities and a trampoline for Rebound Therapy, including a MUGA, outdoor Gym, daily mile track, bouldering wall and Fitness suite (for pupils aged 14 and above)
- Students in Post 16 have their own common room and accessible kitchen area (due to COVID and numbers in Post 16, the common room element is smaller than originally planned).
- A large fully accessible Forest School with outdoor classroom and including a stage and seating.
- Signage throughout the classrooms that support communication and to support behaviour needs.
- ICT Technology to enhance learning. This includes iPads, and laptops

<p>e) How is the decision made about the level of support my child receives?</p>	<p>Our SEN Policy and School Prospectus are both available on our school website where there are detailed videos displaying the wide range of facilities available at the school.</p> <p>Your child will initially have their needs identified through their Education, Health and Care Plan. This is constantly reviewed and using our expertise and experience and in collaboration with yourselves as Parent carers, we will identify where and when additional support may be needed.</p> <p>We have good communication with our families and the SEND team to discuss and ensure that whatever the level of support your child needs; they will receive through our resourcing.</p>
<p>f) What kind of enrichment opportunities will my child have at Rigby Hall?</p>	<p>The developing school facilities enrich, enhance and compliment the curriculum. We make sure that the school is fully utilised!</p> <p>Our 2 minibuses ensure all pupils have regular visits into the community. Many cultural activities take place with pupils visiting mosques, churches, art galleries and museums, as well as local National Trust properties.</p> <p>Pupils have the opportunity to take part and enjoy residential experiences. Older pupils spend part of a week on a residential.</p> <p>The Duke of Edinburgh Bronze Award enables another opportunity for an expedition experience.</p> <p>Our pupils love taking part in many local activities such as local sports events.</p> <p>Our annual whole school performances give all pupils the opportunity to perform/ demonstrate their creative strengths to an audience.</p> <p>We have many links with mainstream schools and in particular the first, middle and high schools that are located near to us.</p> <p>We have a school choir and sports groups.</p> <p>A range of lunchtime clubs ensures inclusion for all each day and include: a quiet room where pupils can take their lunch and watch a film, film club, choir group and sports clubs. We also run after school clubs.</p> <p>Many professionals are invited to come into school to work with our pupils. These take the form of theatre groups, environmental sessions, music and dance workshops and representatives of faiths.</p>
<p>g) What support is there for my child's overall well-being?</p>	<p>Pupils are happy to come to school and enjoy being with their friends. On our annual pupil questionnaire pupils tell us that they like school. The school community works together exceptionally well.</p> <p>Rigby Hall School core values and vision are displayed and understood by all. Our core values, agreed after consultation with pupils, parents, staff and governors promote the</p>

	<p>value of every achievement, whilst striving to make the pupils as independent and as prepared as possible for when they go into the wider world.</p> <p>Personal Care, where needed, is conducted discreetly and with dignity and fostering independence whenever possible. Our school nurse provides medical support across the school, liaises with families, ensures protocols and procedures are followed and provides support and training to staff.</p> <p>The school has clear policies and procedures in place to ensure safeguarding and welfare of pupils. The school ensures that safeguarding procedures are robust. Personal Development (that encompasses our PSHE and RSE curriculum) has a high profile throughout the whole school. This encourages and promotes the emotional health and well-being of all of our stakeholders.</p> <p>The school receives advice from a range of professionals in order to meet the needs of the students as assessed by the appropriate professionals.</p> <p>More recently (September 2021) we have introduced a Pastoral Support Team that includes a Pastoral Support Manager and 2 HLTAs who are also on this team. This enables us to respond to children most in need of support with their mental health and well-being and gives us a team who have a specific caseload of supporting children in key cohorts such as LAC and PLAC.</p> <p>One of our Pastoral Team is trained in THRIVE and all will be trained in Mental Health First Aid by January 2022, to enhance the skills and knowledge that our already trained Deputy and Assistant Heads have.</p>
<p>Sections 4 &5 What training and expertise do the staff have to meet the needs of my child?</p>	<p>We carefully select staff that we believe have the right qualities to support your child. Staff are willing to undertake whatever training is required to support the pupils in their care. Staff are aware of the learning and medical needs of all pupils and their individual, medical, dietary and home circumstances are always taken into account.</p> <p>Training is ongoing throughout the year for all staff and includes how to break down the curriculum into very small steps, how to assess and plan for individual children and make sure that they show progress.</p> <p>We also provide a wide range of specialist training and have our own staff trained to deliver this to others. This includes autism awareness, training in Sign-along signing, Team Teach (Positive Intervention Practice), THRIVE and where appropriate rebound therapy. Staff are trained by Worcestershire County Council to drive our buses.</p> <p>The school has a part time nurse and many staff are trained to give epilepsy medication and other required medication and also support with feeding. Intimate care procedures are in place and followed by staff. All staff are trained in how to ensure supportive and positive physical interventions.</p> <p>Risk assessments are in place for pupils when they go offsite, together with behaviour management plans for all pupils who require them.</p> <p>This is not an exclusive list and ongoing professional development is key to ensuring staff of all categories remain updated and skilled.</p>

<p>Section 6 How accessible is the school and what equipment and resources will be available to meet the needs of my child?</p>	<p>Our school meets the needs of children and young people with severe, complex, and moderate learning difficulties.</p> <p>We work very closely with other agencies and parents to ensure that every child has the resources they need at school to enable them to learn and make progress.</p> <p>The accessibility of the school site has been developed and enhanced further over the past few years. The main school playground has equipment chosen by the pupils that can be accessible by children in wheelchairs if needed (as we are not a school specialising in the needs of more physically impaired pupils). The grounds that were once uneven and unusable now have a purpose. The Chestnut Centre was built in an unused and uneven space, the tarmac area to the side of the MUGA has been created on an area that was fenced off and inaccessible. The outdoor gym has a piece of equipment which can be accessed by wheelchair users to strengthen the upper body. The daily mile track means the whole field can be accessed in all weathers as opposed to just the summer, enabling your child to have access to the Village and exercise throughout the whole year. A lift was installed in the Primary area to aid better access internally to the Chestnut Centre if pupils have mobility difficulties.</p> <p>Our Forest School has recently been improved by the inclusion of a more formal path and platform area so those with mobility difficulties can access the forest with ease and independence.</p> <p>Access takes into account all levels of learning need and difficulties so that we include all children within all areas of our school site.</p>
<p>Section 7 What are the arrangements for consulting and involving me in the education of my child?</p>	<p>We believe that close working with parents and carers is essential.</p> <p>All prospective parents are warmly welcomed to visit the school and if it is agreed that this is the school that will best meet your child's needs, we would encourage a plan of transition prior to starting that would support all concerned. We also hold a new parents picnic (pre COVID) prior to your child starting school.</p> <p>We hold parent's and carers meetings where we discuss your child's achievement and progress. You are also very much encouraged to attend your child's Annual Review.</p> <p>All pupils have 'Home to School' communication books and we contact you by phone if needed.</p> <p>As well as more formal meetings there are a whole range of informal opportunities available to come in and see us. Our 'Friends of Rigby Hall' (PTA) meet regularly and all parents and carers are warmly welcomed to join this group. Parents are always invited to special assemblies and school events such as Harvest, Christmas, sponsored events and themed mornings, as well as coffee mornings.</p> <p>We do like to keep you well informed about what is happening at the school. We have a new website that include videos, we write to you regularly and we use 'Scholarpack' as a texting service for immediate information sharing. We have a Twitter account @RigbyHsch that shares good work and also information.</p>

<p>Section 8 How is my child consulted with and involved in their education?</p>	<p>Pupil voice is an important part of our school ethos and we are passionate that every child has an opportunity to be heard and make choices.</p> <p>Pupils take part in their own questionnaire and if it is appropriate we encourage pupils to attend their Annual Review.</p> <p>Our councils – School, Personal Safety, Online Safety, and Anti-bullying, hold regular meetings with representatives from across the school. Our pupils have been involved with making changes and improving the school in a number of ways.</p> <p>Pupils feel comfortable, and are able to speak directly with their Assistant Heads and also Headteacher when they want to raise an issue or ask a question and they are responded to with any of these. A recent example would be the initiative of ‘Dress Down Fridays’, initially meant for the staff, being taken on by pupils too, to aid their mental health and well-being after the Headteacher was approached by some of the pupils for everyone to be involved.</p>
<p>Section 9 What do I do if I have a concern about the school provision?</p>	<p>Our aim is to ensure that you are happy with the school provision. If there is a concern the procedure you would follow is detailed on our website and in our prospectus.</p> <p>We would firstly suggest that you contact your child’s teacher. If the problem is still not resolved we would ask you to contact the Department lead, Assistant Head for area and then the Headteacher.</p> <p>If the concern is about the appropriateness of provision, we can resolve or explore this further at Annual Review, or Emergency Annual Review, if this is indeed deemed an emergency around provision.</p> <p>If you are not happy with the approaches of the school, the Governors should be contacted or the Local Authority.</p>
<p>Section 10 What specialist services and expertise are available at or accessed by the school to support the needs of my child?</p>	<p>We work very closely with a wide range of professionals and services to support your child’s needs.</p> <p>Services that we can provide or access for your child include:</p> <p>Health</p> <ul style="list-style-type: none"> Physiotherapy Speech and Language Therapy Occupational Health School nurse School dentist service CAMHS (Child and Mental Health Services) <p>Social Services</p> <ul style="list-style-type: none"> Children with Disability Team Adult Disability Team <p>Specialist services</p> <ul style="list-style-type: none"> Educational Psychology Specialist teachers for Visual and Hearing Impairment Autism outreach Family Support Transitions Service College links

	<p>Equipment</p> <ul style="list-style-type: none"> Communication aids Sensory equipment Trampoline for rebound therapy <p>We are also able to access and provide:</p> <p>Specialist equipment to support your child’s individual needs (for example seating systems, mobility aids, communication aids)</p>
<p>Section 11 What are the contact details of support services available to me?</p>	<p>A wide range of specialist support services are available to support your child. To get more information about these you would need to contact the Local Authority SEN Team.</p> <p>Contact www.worcestershire.gov.uk and search the services you need.</p>
<p>Section 12 How do you prepare my child as they transfer between phases of education and prepare for adulthood and independent living?</p>	<p>All transitions are well planned for throughout the school as children and young people move from class to class and department to department. Parents and carers always have the opportunity to meet the teacher and new class staff.</p> <p>Pupils will be on a particular pathway in school – MLD, SLD or Complex Needs. They will follow their pathway as long as their needs are best met within this curriculum offer. If your child needs to, they will be moved between pathways to ensure they receive the best offer. Pupils will have transition booklets and photos to support their moves and/or transition through school.</p> <p>Students are well supported in their planning for transition from school to adult life. More formally this is started at Year 9, however we work with our children throughout to listen to their wants, needs and interests in order to best support them.</p> <p>Our Life Skills Village offers further real life opportunities that consolidate learning and knowledge through your child’s school life. Through these, your child learn skills needed to live as independently as possible in our flat, to exploring different job roles in our garage, gym, café, salon, horticulture area and construction cabins.</p>
<p>Section 13 Information on where the local authority’s ‘Local Offer’ is published</p>	<p>The information provided by the school forms part of the Worcestershire Local Offer which can be found on their website.</p> <p>https://www.worcestershire.gov.uk/sendlocaloffer</p>