SEN Information Report

Date reviewed: September 2026
Date of next review: September 2027

Rastrick High School

Polaris Multi-Academy Trust

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School Name	Rastrick High School
Head of School	Mathew Williams
SENCO	Jessica Burness
SEN Governor	Samantha McCay and Rukhsana Sandhu

The types of SEND that are provided for by the school

- Communication and interaction, for example, autistic spectrum difference, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and multiple learning difficulties

Identifying pupils with SEND and assessing their needs.

We will assess each pupil's current skills and levels of attainment on entry through Key Stage 2 SATs data and primary school information, which will build on previous settings and Key Stages where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

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

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

Initially teachers, achievement leaders and faculty leaders may intervene and support the student's emerging needs. If the student has considerable and persistent difficulties, a referral may be completed to the SEND Department.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents or carers.

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.

We will ensure sources of external specialist support and advice are sought when necessary.

Arrangements for consulting parents or carers of children with SEN and involving them in their child's education.

We will have an early discussion with the pupil and their parents or carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We will take into account the parents' or carers' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will discuss with parents or carers when it is necessary to make adaptations to provision so that there is a clarity of process and understanding of 'next steps'.

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support. This notification and agreement will in turn, where appropriate based on the age and understanding of the child, involve meeting the child to explain the support they will receive.

Arrangements for consulting young people with SEN and involving them in their education.

We will complete initial evaluations of need to identify the most appropriate support and implement accordingly.

We will discuss with students the plan for their provision and seek their views.

We will facilitate a key worker programme to ensure that pupils feel supported academically and emotionally in school.

We will incorporate pupil voice in reviews of provision.

Arrangements for assessing and reviewing pupils' progress towards outcomes.

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

As part of the graduated response, when significant and sustained intervention has been implemented but it is felt that expected progress is not being made or the support exceeds reasonable levels, a My Support Plan will be created. If the professionals involved feel that it is appropriate, an application may be made to the local authority for an Education, Health and Care Plan.

Arrangements for supporting pupils moving between phases of education and preparing for adulthood.

We will offer a universal package of support for all students moving to Rastrick High School, consulting with primary schools and alternative providers to ensure all information is gathered and students are supported during the transition phase.

We will create a bespoke timetable of transition for students with SEND that is personalised to their needs. This may include, but is not limited to, parent and child visits, familiarisation sessions and taster lessons.

We will meet with parents at open evenings and may offer individualised appointments to gather information and discuss support.

We will ensure that Key Stage 3 pupils have support choosing the appropriate courses for their needs to progress into Key Stage 4 and they access structured careers advisory sessions with CK Careers to choose the right subjects for their future career goals. A member of the SEND department will attend these meetings with the child when required.

We will provide students with a structured program of curriculum to prepare for adulthood and plan for employment, focusing on qualifications needed, study programs available and helpful life skills opportunities.

We will promote independent living skills through opportunities such as travel training, support making decisions about what to spend money on, making own food and socialising unsupervised in the community.

We will implement a form time program supporting personal development and community inclusion. Curriculum will be tailored towards decision making, social media and technology, friendship groups, relationships, understanding the bigger picture and staying safe. Health needs with be built into Personal Development and Science curriculum (amongst wider subjects) to meet the needs of students for sex education, immunisations, understanding GP services, self-management of needs, mental health and wellbeing, drug and alcohol education and limiting phone usage.

When students move on to post-16 settings or other educational provision, we will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We will ensure that students have been supported preparing for adulthood, focusing on their aspirations and needs in order to promote independence.

We will create a bespoke timetable of transition that is personalised to the needs of the individual.

We will support visits to colleges and careers appointments when required. Sessions may be supported by a Rastrick staff member meeting together with the parents at the new setting.

The approach to teaching pupils with SEN.

A whole-school approach to the continuous professional development (CPD) of teaching and support staff will be implemented to increase knowledge of adaptive teaching strategies and to upskill staff to further develop their pedagogy.

Faculty leaders will be supported to tailor subject-specific CPD for staff members to further adapt teaching for students with SEND in their departments and to ensure curriculum intent is inclusive and supports the needs of all learners.

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including when they are attending provision outside of the classroom.

High-quality teaching is our first step in responding to pupils who have SEN. This will be adapted for the needs of individual pupils.

We will also provide the following interventions (this is not an exhaustive list, but instead demonstrates the broad range of interventions in place):

- Adaptive curriculum
- One to one academic support
- Small group academic support
- One to one emotional support
- Small group emotional support

- External expertise / agency involvement
- Family support

How adaptations are made to the curriculum and the learning environment of pupils with SEN.

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, content of the lesson or assistive technology.
- Adapting our teaching, for example, giving longer processing times and pre-teaching of key vocabulary.
- High expectations for all students with appropriate scaffolding in place to ensure equity.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables and larger font.
- Alternative pathway to meet the needs of the pupils.
- Please see the School's Accessibility Plan for more details.

Additional support for learning that is available for pupils with SEND.

We have 18 learning support assistants who are trained to deliver interventions such as additional literacy and numeracy, Social Use of Language, Nurture, emotional literacy, touch typing and handwriting support.

Learning support assistants will support pupils on a 1:1 basis when required.

Learning support assistants will support pupils in small groups when required.

We have a key worker programme for all students who have an EHCP or who are receiving Sen Support to ensure that students have a key person in school to support their academic and emotional needs.

External support is sought when necessary from professionals, such as from the educational psychologist.

The expertise and training of staff to support pupils with SEN, including how specialist expertise will be secured.

Our SENCO has 5 years experience in this role and has worked within the achievement teams and English department at Rastrick High School.

They are allocated 24.5 hours a week to manage SEN provision.

We have a team of 18 teaching assistants and 2 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

A TLR 2 level of Send Support is provided in the role of two Associate Sencos who are both allocated 4.3 hours a week to support SEND provision and leadership.

In the last academic year, staff have been trained in research-led strategies to support students with SEND needs through inset training days and half-termly CPD sessions.

A programme of CPD is delivered to upskill the knowledge and practice of the learning support staff.

External agencies such as the ASD Team, the Hearing Impaired Team and the Visual Impairment Team provide specialist advice and training.

We have a Nurture Lead, Andrea Brearley, who is trained in leading the Nurture programme in Key Stage 3.

We have two learning support assistants, Eva Pointon and Lindsay Carney, who are trained in leading the Social Use of Language program in Key Stage 3.

How equipment and facilities to support children and young people with SEN will be secured.

Each school in the Trust has a SEN budget. This budget is drawn from pupil funding and is supported through other grants. This budget is reviewed annually and adjusted based on the type and level of provision required to fulfill the SEND cohort's needs. This budget is spent on staffing and physical resources.

How the effectiveness of the provision made for pupils with SEN is evaluated.

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions termly using target setting, entry and exit assessments to judge effectiveness and longevity
- Using pupil questionnaires / feedback from meetings
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils (and their families) with EHC plans via a multi-agency review meeting
- Middle leader quality assurance processes
- Quality of teaching reports focusing on provision for SEND pupils.
- Analysis of assessment data and overall outcomes
- Senior leadership group scrutiny of provision
- Using the SEND 'Preparing for Adulthood' framework to measure progress towards desired outcomes

How pupils with SEN are enabled to engage in activities available with those in the school who do not 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 residential trip(s).

All pupils are encouraged to take part in all events related to the formal curriculum and through the school's extra-curricular offer.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

LSA support in extra-curricular when required.

Support for improving emotional and social development.

We will implement a clear identification and referral process for teachers and support staff.

Discussions with parents and carers will take place and appropriate support pathways will be identified.

We will facilitate intervention to support pupils emotionally and socially through provision such as:

Thrive interventions
Nurture curriculum
Social Use of Language programme
Lego Therapy
Emotional literacy curriculum
Guidance and Support Service
Reflect provision
Behaviour Repair programme
Tier 1 Engage internal provision

A full-time Engage Manager and two full-time Behaviour Support Workers provide timely bespoke interventions for students struggling with their SEMH needs.

Each year group has a dedicated Achievement Leader and two full-time Achievement Managers to support the emotional wellbeing of our students.

We will implement whole-school CPD to develop the expertise of form tutors in personal development to promote healthy relationships and mental wellbeing.

We will implement whole-school CPD to reinforce the value of positive relationships through the school's positive behaviour system and 5 to Drive.

We will refer pupils to relevant external support services when agreed with parents and carers.

How the school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families.

All schools in the trust are open to and encourage working in partnership with other agencies. This partnership working is central to ensuring that we make the most efficient use of the services on offer and devise plans that ensure that external services cohabit effectively with the support offered by the school. A list of services is below, this is not an exhaustive list, but instead demonstrates the range of agencies and external services schools work with:

- Speech and Language therapy
- Occupational Therapy
- Physiotherapy
- CAMHS
- Play Therapist
- Educational Psychology
- School Nursing team
- Behaviour and Attendance Service
- Sensory Impairment Service
- ASD outreach
- Specialist Inclusion Team
- Play Therapist
- Early Years Support team

- Family Support
- Parent Partnership Services
- Hearing Impairment Team
- Vision Impairment Team

Arrangements for handling complaints from parents of children with SEN about the provision made at the school.

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEN.

Rastrick High School has students that live in both Calderdale and Kirklees due to the location of the school.

Students with a home address in Calderdale will use the following services:

Calderdale SEND Team SENDsupport@calderdale.gov.uk

SENDIASS: http://www.calderdalesendiass.org.uk

Unique Ways http://www.uniqueways.org.uk

Students with a home address in Kirklees will use the following services:

Kirklees SEND Team: senact@kirklees.gov.uk

KIAS: https://www.kias.org.uk

Named contacts within the school for when young people or parents have concerns

Jessica Burness – Senco

Email address: Jessica.burness@rastrick.polarismat.org.uk

Samantha McCay – SEN Governor

The school's contribution to the local offer and where the LA's local offer is published.

Calderdale local offer: https://www.calderdale.gov.uk/v2/residents/education-and-learning/local-offer/send

Kirklees local offer: https://www.kirkleeslocaloffer.org.uk

The arrangements for the admission of disabled pupils.

All pupils whose education, health and care (EHC) plans name the school will be admitted before any other places are allocated.

Each school's oversubscription criteria prioritises pupils with disabilities.

No child with SEND will be disadvantaged in regard to their admission to any of the schools in the Trust because each school's oversubscription criteria states:

1. Pupils in public care (Children Looked After), or pupils who were looked after, but ceased to be so because they became adopted or became subject to a child arrangement or had a special guardianship order right after being looked after.
2. Pupils who were previously in state care outside of England and have ceased to be in state care as a result of being adopted.
3. Children with education, health and care plans (EHCPs) naming the school.

The steps you have taken to prevent disabled pupils from being treated less favourably than other pupils.

Whole-school inclusive culture is promoted through the school vision
Whole-school staff training on equality and equity
Inclusive curriculum intent
Inclusive enrichment activities
Planning for future accessibility to the site
Reasonable adjustments to avoid putting students with disability at a disadvantage
Students who require additional adjustments to access outdoor activities/physical education will be supported appropriately
Exam access provision

The facilities you provide to help disabled pupils to access the school.

The building is DDA compliant and all new capital works consider accessibility for all
Hoist facilities available for changing and toileting
Lifts in key areas for accessibility

Accessibility Plan.

The Accessibility Plan in each school in the Trust has three main strands:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improving the availability of accessible information to disabled pupils

This is achieved through curriculum reviews as well as staff training and development. The school will also use the expertise, advice and guidance of external agencies and other schools. The student voice will have a key role in considering individual student needs as will consultation with parents and carers.

The Accessibility Plan will have high set high expectations for disabled students and set them appropriate and challenging targets. It is the expectation that disabled students will make significant progress, staff will be accomplished at providing for, and supporting disabled students. Issues will need consideration.

For students these include:

- PE for students with physical disabilities
- Sex education for those who are particularly vulnerable or have inherited conditions

- Music for deaf or hearing impaired students
- Easy language or taped information for students with learning difficulties
- Pictures and symbols for students with communication difficulties
- Pre-printed homework for dyslexic students
- Large print for the visually impaired and clear signs especially health and safety advice
- Adjustable tables in classrooms for wheelchair users
- Classroom organisation to allow for movement of wheelchair users
- Lighting that supports lip reading
- The positive promotion of disabled people through images, books, teaching materials and the wider curriculum in order to raise the self-esteem of disabled students
- The elimination of bullying towards disabled students

For disabled parents/carers and visitors to the school these include:

- Information in different formats (large print, appropriate language)
- Disabled friendly reception that caters for those with communication difficulties, wheelchair users
- Safe floors
- Clear signs

Improving the availability of accessible information to disabled pupils

This may include:

- Handouts, timetables, worksheets, notices, information about school events
- Providing information in braille, large print, simplified language, on audio tape, on video tape, sign language, using a symbol system
- Looking at how information in teacher marked and assessed work is given to students

Management, coordination and implementation

The Accessibility Plan in each school is reviewed after four years.

The school's SENCO monitors and reviews SEN and Learning Support issues as part of an on-going process to improve and update practice and procedure. This includes the collection, analysis and monitoring of data that shows how disabled students have performed against their own targets in terms of academic progress attendance and behaviour and participation in both the wider curriculum and school life.

Allocation of resources will be the responsibility of the Head of School.

Support from the relevant LA will continue to be sought with regards to access funding, specialist support (e.g., physiotherapists, occupational therapists, educational psychologists, school nurse) and funding for students who have complex needs

When reviewing the plan the questions to consider include:

- Have disabled students and adults seen any difference?
- Are staff more confident with disability issues?
- Are more parents/carers satisfied with arrangements for disabled people?
- Are disabled students achieving more – academically, socially, personally?
- Is the school more accessible?