RIDGEWOOD COMMUNITY HIGH SCHOOL

SEND Information Report

Transforming Lives through Education, Care and Opportunity

Last Review: Autumn 2026

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1.0 About Ridgewood

Ridgewood Community High School is a specialist school for young people aged **11 to 19 with Education, Health and Care Plans (EHCPs)**. We provide specialist education for pupils with generic learning difficulties (GLD) and a range of associated needs.

Our provision supports the four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

Every pupil receives a personalised curriculum and programme of support based upon their EHCP, individual strengths, needs and aspirations.

2.0 Admissions and identifying needs

Ridgewood Community High School is a specialist school for young people aged **11 to 19 years (Years 7 to 14)** who have an **Education, Health and Care Plan (EHCP)**.

Places at Ridgewood are commissioned and allocated by **Lancashire County Council (LCC)** through the EHCP process. Ridgewood cannot offer places directly to parents or carers. Further information about admissions and placements can be found within the **Frequently Asked Questions** section of the school website.

Before admission, we work closely with families, previous educational settings, Lancashire County Council and relevant education, health and care professionals. EHCPs, professional reports, assessment information, medical information and transition visits help us understand each pupil's individual strengths and needs and ensure appropriate provision is in place from the outset.

Following admission, staff continually monitor pupils' educational, communication, physical, sensory, social, emotional and health needs. If a parent or carer has concerns about their child's needs or provision, they should initially speak to their child's class teacher or the relevant Key Stage SENCO.

SENCO responsibilities are led across the school by:

- **Key Stage 3:** Mrs G Robinson, Deputy Headteacher
- **Key Stage 4:** Mrs H Gibbons, Assistant Headteacher
- **Key Stage 5:** Mrs L Talbot, Deputy Headteacher

Full contact information is provided at the end of this report

3.0 Our approach to teaching and support

Every pupil benefits from a personalised programme designed around their **EHCP outcomes, developmental stage and preparation for adulthood.**

Our approach includes:

- high staffing ratios
- personalised curriculum pathways
- stage-not-age approaches
- adaptive teaching
- individual and small-group support
- Total Communication
- sensory and physical adaptations
- social, emotional and wellbeing support
- independence and life skills
- Preparation for Adulthood
- work-related learning where appropriate.

We use the graduated **Assess, Plan, Do, Review** approach to monitor the impact of provision and adapt support where required.

4.0 Assessment, progress and reviewing provision

Assessment begins with each pupil's individual starting point.

We use **Evidence for Learning** to capture achievement and track progress across academic learning, communication, independence, personal development and preparation for adulthood.

Every pupil has an **Individual Education Plan (IEP)** with personalised targets linked to their EHCP outcomes. Targets are:

- monitored regularly
- reviewed termly
- adapted in response to progress
- shared with parents and carers.

Progress towards EHCP outcomes is formally considered through the **Annual Review process**. An early review may be requested where there has been a significant change in a pupil's needs or circumstances. Provision is also evaluated through:

- pupil progress information
- curriculum and lesson monitoring
- intervention reviews
- pupil and parent feedback
- external professional input
- school self-evaluation
- governor monitoring.

5.0 Working with parents and carers

Parents and carers are key partners in their child's education. Families are involved in planning, reviewing and evaluating their child's provision and progress.

Communication may include:

- Evidence for Learning
- home-school communication
- telephone and email
- parents' evenings
- Annual Reviews
- termly IEP information
- class coffee mornings
- reports and meetings.

Ridgewood has a **full-time Family Support Worker**, Pupil Support Worker and pastoral team who can provide advice, practical support, signposting and support with accessing other services.

Parent and carer views are gathered through meetings, Annual Reviews, surveys, coffee mornings and other consultation opportunities and help inform the development of school provision.

6.0 Pupil voice

We ensure that every young person's views are heard and influence decisions about their education and future.

Pupils contribute through:

- their EHCP Annual Review
- IEP reviews
- Student Council
- transition planning
- curriculum and careers activities
- Preparation for Adulthood
- discussion and interaction with trusted adults.

As a **Total Communication School**, we provide appropriate communication methods so that pupils can express opinions, preferences and aspirations. Further information about our communication approaches is provided in **Section 8: Accessibility and Communication**.

7.0 Specialist services

We work collaboratively with education, health, therapy and social care professionals.

Services available or accessed according to individual need may include:

- Complex Needs Nursing Service
- Speech and Language Therapy
- Physiotherapy
- Occupational Therapy
- Educational Psychology
- Wheelchair Services
- Hearing Impairment Service
- School Nursing
- Paediatric Services
- CAMHS
- Social Care and transition services.

Where appropriate, professional recommendations are incorporated into pupils' daily programmes and EHCP provision.

The school also works with Lancashire SEND services, further education providers, supported employment services, community organisations and other special schools.

8.0 Accessibility and communication

Ridgewood is a purpose-built, **single-storey specialist school** designed to support pupils with a wide range of learning, sensory and physical needs.

Facilities include:

- accessible classrooms and outdoor areas
- accessible toilets, bathrooms and hygiene suites
- changing and personal care facilities
- hoisting equipment where required
- therapy and healthcare areas

- adapted furniture and equipment
- assistive technology
- specialist sensory environments, including 4D immersive spaces.

As a **Total Communication School**, communication is individualised and may include:

- Makaton
- symbols and photographs
- objects of reference
- PECS
- visual timetables and communication boards
- AAC and assistive technology
- communication passports
- verbal and written communication.

Our **Accessibility Plan** provides further information about how we continually develop access to the curriculum, physical environment and information.

9.0 Inclusion, educational visits and activities

All pupils are supported to participate as fully as possible in school life, enrichment and learning beyond the classroom.

Opportunities may include:

- educational and community visits
- sport and physical activity
- outdoor learning
- Duke of Edinburgh Award
- residential experiences
- enterprise activities
- work-related learning
- Preparation for Adulthood activities.

Individual needs, accessibility, communication, health and safety are considered when activities are planned. Appropriate adaptations, staffing and risk assessments are put in place.

Pupils can also access additional opportunities through **Friends of Ridgewood**, including after-school and holiday activities.

Friends of Ridgewood

10.0 Staff expertise and training

Ridgewood invests in continuing professional development so staff have the knowledge and skills required to meet pupils' individual needs.

Training is determined by the needs of our pupils and includes areas such as:

Teaching and communication

- ELKLAN
- Makaton
- Total Communication and AAC
- adaptive teaching
- sensory processing
- Evidence for Learning
- Preparation for Adulthood.

Wellbeing and behaviour

- Thrive
- trauma-informed practice
- Positive Behaviour Support
- emotional regulation
- PRICE
- safeguarding.

Physical and healthcare needs

- First Aid
- Moving and Handling
- Rebound Therapy
- medication
- individual healthcare procedures and condition-specific training.

Specialist healthcare training is provided and refreshed in partnership with appropriate health professionals according to pupils' individual needs.

11.0 Transition and Preparation for Adulthood

Transitions are carefully planned with the young person, family and relevant professionals.

This includes:

- transition into Ridgewood
- movement between classes and key stages
- Year 9 EHCP Reviews, with an increased Preparation for Adulthood focus
- Year 11 transition planning
- post-16 planning
- transition into further education, employment, adult services or other destinations.

At KS4/5 pupils access personalised Preparation for Adulthood opportunities including independence, community participation, careers education, enterprise and work-related learning.

Work experience may include internal placements, community opportunities and Ridgewood's Coffee Mill.

12.0 Support for families

Our Family Support Worker and pastoral team provide personalised support and can help families access appropriate education, health, social care and community services.

Families can also access:

- Lancashire SENDIAS
- Lancashire SEND Local Offer
- Health and therapy services
- Social care
- CAMHS
- voluntary and community organisations.

Further advice and useful services are available through our:

Safeguarding and Family Support Links

13.0 Concerns and complaints

At Ridgewood, we value positive and open relationships with families and encourage parents and carers to raise any concerns at the earliest opportunity.

Where a concern relates to a pupil's SEND provision, parents and carers should initially speak to their child's class teacher or relevant Key Stage SENCO. We will work collaboratively with families to understand the concern and seek an appropriate resolution.

Where a concern cannot be resolved informally, formal complaints about SEND provision are considered through the school's Complaints Policy, which is available within the policies section of the school website:
Ridgewood Community High School Policies
Parents and carers can also seek independent advice and support through Lancashire SENDIAS.

14.0 Further information and useful links

- Lancashire SEND Local Offer

  The Lancashire SEND Local Offer provides information about education, health, social care, support services and opportunities available to children and young people with SEND and their families across Lancashire.
- Lancashire SEND Local Offer:

  https://www.lancashire.gov.uk/children-and-families/special-educational-needs-and-disabilities-local-offer/

  Families can also access independent advice and support through Lancashire SENDIAS.
- Ridgewood Community High School

  Further information about Ridgewood, including our curriculum, safeguarding arrangements, policies, Preparation for Adulthood, family support and wider school provision, is available on the school website:

  https://ridgewood.lancs.sch.uk/

Contact Us

For further information about SEND provision at Ridgewood, parents and carers are welcome to contact the appropriate Key Stage SENCO:

Key Stage 3

Mrs G Robinson

Deputy Headteacher and KS3 SENCO

Key Stage 4

Mrs H Gibbons

Assistant Headteacher and KS4 SENCO

Key Stage 5

Mrs L Talbot

Deputy Headteacher and KS5 SENCO

Pupil Administration

Mrs J Rostron

Pupil Admin Manager

Ridgewood Community High School

Eastern Avenue

Burnley

Lancashire

BB10 2AT

Website: https://ridgewood.lancs.sch.uk/

Parents and carers who are unsure who they need to speak to can contact **Mrs J Rostron, Pupil Admin Manager**, who will direct their enquiry to the appropriate member of staff.