RUSKIN
Community High School
Learning Together. Achieving High Standards

SEND Information Report 2026-2027

Ruskin Community High school is a mainstream secondary school for pupils aged 11-16. We are inclusive mainstream setting catering for children and young person with a wide range of needs.

Identification

How will you know if my child or young person needs extra help?

- Students with SEND are identified as early as possible within our setting. Initial identification is usually through transition with primary schools where the Transition Lead and Special Educational Needs Coordinator (SENCo) liaise with the primary school about the student's needs, progress, behaviour and the support currently in place.

- For those students with Educational Health and Care Plans (EHCPs), our SENDCo will attend the Year 6 annual reviews when invited to do so.

- We test the reading and spelling ages of all Year 7 Students when they enter the school so the necessary provision can be put in place if needed.

- For in year admissions, we liaise with the admissions team, the SEND team and the school from which the student is joining, to gather all the necessary information such as progress, behaviour and attainment.

- For some students who are not identified at primary level, they will be identified through comments or concerns brought by parents, or school staff working directly with the student, such as the Year Achievement Manager (YAM), Form Tutor or subject teacher. These concerns may be based on the student's general wellbeing, their emotional or behavioural presentation, their progress in comparison to their peer group, or their profile against recognised characteristics of specific categories of SEND.

- School staff have experience of working with students identified as having SEND and receive a regular programme of training to support them in the identification of SEND; staff are able to recognise the signs of SEND that may need further investigation. Clear tracking and monitoring of attainment data regularly take place to allow any issues to be identified and addressed with parents, students and staff.

- After initial identification has taken place and support given, any further concerns are discussed with the school SENCo. The SENCo and teaching staff will discuss these concerns with the student's family and the Student themselves. This discussion focuses on the desired outcomes for the student and looks at what provision might be necessary to enable the Student to reach those outcomes. Depending on the level of the student's needs, the decision might be made to offer class-based quality first teaching support approaches, for example advice might be offered to the subject teachers in order to support differentiation and scaffolding for the student.

- For some students, in addition to the class-based support approaches, a package of out of class interventions might be offered. Those students with the highest levels of need might be referred to other agencies for further advice and support. The SENCo keeps a record of students requiring additional/SEND support in order to monitor the progress of these students, and to plan for provision across the school.

- For some student's needs are identified through in school testing for example Boxall profiling or Lucid tests.

What should I do if I think my child or young person needs extra help?

- If you have concerns about any aspect of your child's education the first port of call should be your child's subject or Form Tutor. Staff are available via ClassCharts or telephone and are happy to make appointments if you require a longer discussion. Staff may then seek the involvement of the school SENCo. If you wish to discuss with the SENCo directly, please call the School Office: 01270 560514.

Where can I find the setting/school's SEND policy and other related documents?

The school's SEND policy and other relevant policies can be found on the school website by following this link.

https://www.ruskinhighschool.co.uk

Teaching, Learning and Support

How will you teach and support my child or young person with SEND?

The school teaches students with SEND in accordance with the Cheshire East Area Wide Offer - Cheshire East Local Offer

- It is our aim that all students are given the opportunity to access appropriate learning opportunities in an inclusive manner. Our priority is the provision of quality first inclusive teaching which is differentiated to meet the needs of all our learners. Class based approaches might include alternative forms of recording work, visual prompts or more personised learning techniques. Class teachers and support staff are supported through regular professional development opportunities to support them in their practice.

- The school has a wide range of intervention programmes available to support students who require provision which goes beyond class-based approaches. Often, we make use of our ELSA programme for anxious students.

- For those with significant or complex needs, the school seeks the advice of specialists, for example Speech and Language Therapists, Educational Psychologists and Occupational Therapists. In some cases, these specialists might work in school with the student, or school staff might attend therapy sessions out of school with the student.

- Where high levels additional levels of support are required, a SEND support plan and Student Passport are created, which will outline the provision available to each student and will be available to parents. In addition, parents will be fully involved in the planning of support for their child and will have the opportunity to discuss their child's progress at regular parent-teacher meetings.

- There is also the opportunity to contact the school SENDCo via email or in person to discuss student's needs in more detail.

- Where there is a high level of social and emotional need, access to our Inclusion Hub and sensory room may be required/offered.

How will the curriculum and learning environment be matched to my child or young person's needs?

- All class teachers take responsibility for meeting the needs of all learners in their class Teachers will be aware of the student's areas of strengths and weaknesses and will make every effort to accommodate these. For example, for learners with literacy difficulties, the teacher may provide keyword lists to be pre-taught.

- The SEND register allows staff to be aware of the student's learning needs; this is stored on a secure central site. We also use student passports which ensure all information regarding students with SEND and medical needs is shared with all staff; these are compiled through help from Students, parents and the SENCo. This allows staff to meet the needs of the learners.

How are the setting, school, or college's resources allocated and matched to children or young people's needs?

- Quality First Inclusive Teaching (QFIT) is the first wave of provision for learners with SEND. To support QFIT, a proportion of the SEND budget is used towards class-based provision. This might take the form of additional physical resources in classrooms e.g. additional ICT equipment, alternative seating. For those requiring provision additional to class-based approaches, funding facilitates the school's "menu" of intervention programmes. For example, handwriting or reading interventions. In some cases, it might also be used to provide additional human resource e.g. teaching assistants, therapists etc.

- Funding is matched to the provision required to enable Students to achieve specified outcomes (i.e. outcome identified in discussion with teachers and parents or on EHC Plans). The SEND budget is the responsibility of the Head teacher and the SENCo and regular monitoring takes place to ensure that resources are allocated appropriately and cost efficiently.

How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis?

- When student's needs are initially identified, discussions take place between teachers, parents and students. Year 6 students are offered extra transition support including extra visits to Ruskin to make sure that they feel safe and comfortable.

- School staff are usually best placed to advise on the nature of the support / provision needed, but occasionally the school seeks the support of other agencies to advise on this. Parents and students will be fully involved in decisions about support and provision. Any decision to implement provision which is 'different from' or 'additional to' that received by the majority of the students in the school, are made in conjunction with parents and students. If there are differences of opinion about the nature of support required, the school may seek the advice of external agencies to support the decision making process.

How will equipment and facilities to support children and young people with SEND be secured?

- The school possesses a range of equipment and facilities (e.g. differentiated reading material, reading pens, coloured overlays, and ICT equipment) to support students with SEND and the school SENCo makes strategic decisions about the allocation of these resources based on the needs of students. Additional resources are procured as and when required. Where more specialist personalised equipment is required (e.g. large print books, audio equipment, braille) the school SENDCo liaises with the relevant external advisory

services (e.g. Autism Team (CEAT), Educational Psychology Team (ET), Community Paediatricians, Speech and Language Therapy Service) to seek advice on the best options for the procurement of these. Parents will be involved wherever possible in these discussions.

How will you and I know how my child or young person is doing and how will you help me to support their learning?

- All teachers monitor the progress of the students they teach on a day-to-day basis. This is done formally through the regular completion of assessed work. The results of these assessments are moderated by Curriculum Team Leaders and teaching staff. This allows staff to intervene where necessary, to either reward or provide appropriate intervention. The SENCo will also monitor the progress of students identified with SEND and will liaise with parents/carers if there are any concerns.

- For those students identified as having the most significant needs, regular contact will take place. For those students with an EHC Plan, an annual review will be held. Parents are welcome to seek additional appointments to discuss their child's progress as required, and class teachers are usually available for informal discussions at the end of each school day.

- The school also offers a range of parent support sessions throughout the year. Regular feedback is requested by the SENCo for individual students in order to support their progress.

How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education?

- Every effort is made to ensure that the opinions, thoughts and feelings of our students are an integral part of any plans made about their education. Student's opinions are sought at a level which is accessible to the individual. For some learners this might mean that they are supported to attend meetings with professionals; for others this might mean enabling them to contribute to meetings without actually attending (e.g. opinions expressed via written means). Some students may also be given the opportunity to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them at any meetings. We recognise that there is sometimes a need to protect student's self-esteem, and that it may not always be appropriate to highlight to the Student the range of their difficulties; in these circumstances, Student involvement is carefully planned with those who know the Student best, i.e. families and those working closely with them.

How does the setting/school/college assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND?

- The school's SENCo, along with Curriculum Leaders, the Headteacher and other members of the Senior Leadership Team, undertake regular monitoring of student progress and of the effectiveness of provision.

- Regular Learning Walks are undertaken to look at the effectiveness of our provision including the role of Teaching Assistants.

- The SENCo works closely with various outside agencies which enables opportunities for consultation and continuing professional development.

- The success of intervention programmes in school is monitored carefully to ensure they provide high quality outcomes and are cost effective. The individual opinions of parents regarding the effectiveness of support are sought annually and collated to inform decisions about future provision. Student Voice is carried out regularly in order to provide the best support.

Keeping Students Safe and Supporting Their Wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

- Student safety is paramount. Information about students with SEND is communicated to relevant school staff through the use of mental health and wellbeing Passports and risk assessments or individual healthcare plans as required, which outline any areas which could pose a risk to the student. Where risks are identified, measures are taken to limit these.

- Where a significant risk is identified, a risk assessment would be carried out and/or outside agency advice sought or access to the Inclusion Hub given. Various 'in school' methods can be implemented such as separate changing facilities. If required additional support will be provided for unstructured times of the day. For any off-site visits, the school adheres to Cheshire East offsite risk assessment procedures and if necessary, individual risk assessments would be carried out and shared with parents.

What pastoral support is available to support my child or young person's overall well-being?

PASTORAL
We recognise that Students with SEND can experience a range of social and emotional issues. As well as a whole school focus on social and emotional wellbeing through our PHSE teaching, we offer a range of interventions. We recognise that for some students, social and emotional factors can be complex, and therefore seek to offer a highly personalised provision which is generated through discussion with students and their families. This can include a time out pass, time spent in the sensory space or alternative learning environment of our Inclusion Hub. Students are invited to access the Inclusion Hub at break/lunchtime if they have a need to spend time in a calm environment at social times. Students may also be invited here for Breakfast Club. The school employs a counsellor who might work individually with students or might support students in a more holistic way. Each year group has a designated YAM who works closely with the SENCo to ensure individual needs are being met.

FRIENDSHIPS
All students in school are supported to develop positive relationships with their peers. For those students who find this most difficult, there are alternative arrangements at break and lunchtime, which the students are free to access if they desire. We also offer a range of personalised social skills interventions.

PEER / SIBLING SUPPORT
It is sometimes appropriate for us to offer support to the peer groups/siblings of students with SEND. Sometimes this takes place in an open and frank manner, enabling peers to ask questions and learn about the needs of their classmates. We also hold assemblies and events to inform and celebrate our diversity.

BULLYING
The school holds a clear position on bullying, and all students are taught to distinguish bullying from isolated acts of unkindness. There are a range of assemblies and whole school events linked to anti bullying, and class teachers are vigilant in monitoring the children's behaviour for indications of bullying. Where bullying is suspected, personalised support measures are put in place for both victims and perpetrators which take into account the needs of all the students involved. We have a bullying log which tracks events and incidents clearly.

How will the setting, school or college manage my child or young person's medicine or personal care needs?

ADMINISTRATION OF MEDICATION
We are aware that some children with SEND also have medical or personal care needs which require attention during the school day, including the administration of medication. To allow staff to administer medication we require parental consent which details the doses and times that it is taken. The medication is kept in the School Office which is locked. Where students have other medical conditions such as diabetes, a designated space is given to them. Nominated staff support certain students with their medical needs.

TOILETING
Support Staff in school are experienced in supporting students to become independent in their toileting, and we would seek in the first instance to support toilet training programmes in place at home. Where toilet training is not appropriate, Students are encouraged to take as much responsibility as possible for their toileting, and are encouraged to take an active role. We work closely with families and where appropriate seek the advice of outside agencies.

Keeping students Safe and Supporting Their Wellbeing

PRIVACY AND DIGNITY
For those students with toileting needs, every care is taken to ensure the Student's dignity, particularly in the case of older Students e.g. offering alternative toilets, or allowing students to use the toilet at quieter times of the school day. Toilet passes are given and the School Office has sanitary wear and spare uniform.

MEDICAL EMERGENCY
In the case of a medical emergency, a first aider is required to attend the scene and make judgements as to whether to call for medical help and an ambulance. For minor injuries, Parents will be informed via a medical incident slip, for major injuries parents will always be informed immediately by telephone. Any first aid given and actions taken by the first aider are recorded fully. We have staff trained in the use of Epi pens and all staff have been advised how to recognise the warning signs of conditions such as diabetes or epilepsy, and the steps that must be taken.

MEDICAL APPOINTMENTS
If students have medical appointments we ask that parents inform the school of the impending absence, and we encourage these appointments to be taken at either the beginning or end of the day. If appointments are likely to be frequent and potentially have an effect on progress, we ask for medical evidence such as appointment letter. If students need to take extended periods of time off to attend medical appointments, parents are encouraged to discuss how best to support the student with any missed work with the school in the first instance. Sometimes it is appropriate to provide additional "catch up work" for completion at home, at other times it is possible to arrange for appointments to coincide with subjects in which the student is stronger. Wherever possible the school will work flexibly to support students who miss work due to unavoidable medical appointments or through illness.

CARE PLANS
To produce an effective care plan we would work with parents, the students and health care professionals to draw up a plan that was appropriate and personalised to the student's needs. All staff would be given copies of these and would have training if needed.

What support is available to assist with my child or young person's emotional and social development?

- Personal Social and Emotional wellbeing is at the heart of our curriculum, and teachers address this through regular sessions in class. Staff promote an environment in which positive personal relationships can flourish, and seek to support students in managing their emotions and relationships on a day to day basis.

- For those requiring further support, the school employs a counsellor, who might work individually with Students or might support Students in a more holistic way (e.g. family support, peer support etc.). We have a range of interventions to support Students experiencing difficulties with emotions or relationships, for example ELSA programme, and we use a range of assessment tools to help us monitor this area of student development.

- We also employ an Inclusion Manager who provides interventions such as self-esteem groups. We also work alongside outside agencies which may be the best support for the student's emotional needs.

What support is there for behaviour, avoiding exclusions and increasing attendance?

The school has specific policies for Behaviour, Exclusions and Attendance which are available here: https://www.ruskinhighschool.co.uk/our-parents/policies/

BEHAVIOUR
The school has a clear Behaviour policy (see above link) which is implemented consistently. Where students are unable to follow this policy or require additional support with behaviour, a range of measures are used to support them in adhering to the school rules. For those who struggle with key parts of the day we offer support during transition, we allow for time out if required and we also liaise with the child on trigger lessons to identify alternative arrangements. A key focus of the school in supporting student behaviour challenges is to firstly understand this behaviour. We use a system of recording and analysing behavioural incidents, in order to try to find patterns in behaviours. When these are identified we seek to implement strategies to support students in avoiding the repetition of these behaviours. Our focus is on proactively avoiding behaviours, rewarding positive behaviours, deescalating emotional incidents, and supporting Students to change their own behaviours. We work flexibly in response to student behaviour, and aim to find creative strategies to support students in managing their behaviour, whilst simultaneously encouraging students to take responsibility for their actions.

EXCLUSION
Exclusion is a last resort for any student with SEND but sometimes it is a necessary action to ensure the safety of the student, their peers and staff members.

ATTENDANCE
We take active steps to improve attendance. We have a clear attendance procedure for dealing with poor attendance and persistent absence. Our Senior Leadership Team and YAMs work closely with families where attendance is of concern to find holistic ways to improve the situation; this may include home visits, modified timetables or catch up sessions after school. We have a designated Attendance Manager who will co-ordinate any interventions required in order to improve absence rates.

What is the role of my child or young person's class teacher?

- The class teachers have the overall responsibility for student's learning and their day-to-day well-being in school. The Form Tutor and YAMs are the first port of call for students and parents, and act as a hub for information about the student.

- All class teachers are expected to plan and deliver appropriate learning opportunities for students, and to ensure that any resources in place to support student learning are used efficiently.

Who else has a role in my child or young person's education?

- The Headteacher takes a very active role in the running of the school, ensuring that all elements of a student's education are in place.

- The school SENCo has responsibility for co-ordinating the provision for students with SEND. They may work individually with students, or carry out assessments where required, and will usually host formal meetings such as annual reviews.

In addition to class teachers and the SENDCo, Students might come into contact with the following:

- The Inclusion Hub Manager has responsibility for supporting students with their needs outside of the classroom.

- The SEND and Intervention Team are specialists in supporting students with a range of needs and might work individually, in small groups with students or advise other staff.

- External agencies or specialists may provide additional advice and support. Their involvement will always be with the consent of the parent / carer.

How does the setting, school or college ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

- Systems are in place to ensure information regarding students with SEND and medical needs is shared with relevant staff including supply teachers.

- All class teachers and relevant school staff will have access to a copy of Student Passports and SEN support plans, EHC Plans and there are regular opportunities to discuss the content of these.

- Regular emails are distributed with the aim of raising SEND awareness amongst staff.

- Alongside the SENCo, Key members of the SEND Team will take ownership of SEND paperwork and ensure that it is disseminated amongst staff.

What expertise is available in the setting, school or college in relation to SEND?

All school staff have a good awareness of SEND through regular staff meetings, inclusion newsletters etc. Regular meetings are held to enable staff to work with the SENDCo to develop their practice in relation to the specific needs of the students in their classes.

The SENDCo is a specialist member of staff. The SENDCo speaks with the Inclusion Quality Cheshire East Experts at hand and holds the NASENCo qualification. The wider SEND team have a range of specialist knowledge. The YAMs have undertaken a wide range of relevant professional development opportunities and have an enhanced knowledge of pastoral care.

Which other services do you access to provide for and support Students and students with SEND (including health, therapy and social

- The school has close links and works with a wide range of outside agencies in accordance with the current needs of Students within school and the availability of support from agencies; these may include: Cheshire East Autism Team (CEAT), Speech and Language Team, (SALT) Child and Adolescent Mental Health Services (CAHMHS) etc.

- We organise, where appropriate, multi-agency meetings to discuss Student's needs, (e.g. EH, CIN,) and aim to ensure good communication with these groups in order to meet the need of Students and their families.

- We offer different therapies to support Students with social, emotional and mental health issues(SEMH)

Who would be my first point of contact if I want to discuss something?
Your first point of contact should be your child's Form Tutor, YAM or subject teacher.
The school SENCo is also available to support you in matters relating to SEND.

Who is the SEN Coordinator and how can I contact them?
The SENCo is Mrs Natalie Cross, and she can be contacted by telephone: 01270 560514.

What roles do have your governors have? And what does the SEN governor do?
The school governors have responsibility for ensuring the quality of provision across the school. There is a designated governor for SEND, and regular discussions between the SEND governor and SENDCo take place to monitor progress of students with SEND.

How will my child or young person be supported to have a voice in the setting, school or college?

- Every effort is made to ensure that the opinions, thoughts and feelings of our students are an integral part of any plans made about their education. Student's opinions are sought at a level which is accessible to the individual.

- For some learners this might mean that they are supported to express their views in alternative formats. Students are given the opportunity to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them.

- There is a School Council, made up of students who meet regularly and to share the views and, in line with the Code of Practice; school ensures that, where practical, students with SEND are represented within this group.

What opportunities are there for parents to become involved in the school and/or to become governors?
Parents have the opportunity to become governors.

What help and support is available for the family through the setting, school or college?
We recognise that there can be a huge amount of paperwork as a parent of a child with SEND. The SEN team in school, led by the SENCo, offers support to parents as required. This might be completing forms with parents or signposting them to agencies who can help further.

Inclusion & Accessibility
How will my child or young person be included in activities outside the classroom, including trips?
As an inclusive school setting we seek to ensure that all students, regardless of need, are able to attend enrichment opportunities such as after school clubs, school trips etc. Therefore, we work creatively and flexibly to make relevant adaptations to enable students with SEND to attend. For example, this might mean offering support to students attending after school clubs, booking accessible accommodation for residential trips etc. We have a range of out of school clubs and activities which change from time to time (details available on the website), all of which are available to every student regardless of need.

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible?
We have wheelchair access to the ground floor in the school.

Are disabled changing and toilet facilities available?
Disabled toilets are available.

We have made our school site accessible for those with visual impairment.

Do you have parking areas for pick up and drop offs?
There are pick up and drop off areas both inside and outside the school.

Inclusion & Accessibility

- The school makes every effort to provide reasonable adjustments to ensure that its facilities are accessible. Our Accessibility Plan can be found here https://www.ruskinhighschool.co.uk/our-parents/policies/

  Students with SEND are supported to access the facilities available to their peers. Where required the school seeks to make reasonable adjustments to the auditory and visual environment for those learners with sensory impairments.

- We aim to personalise communication to suit families. For those who find it difficult to access written documents we communicate in person, by phone or text.

- Where students and their families require communication through languages other than English we seek to provide translation for key meetings / communications, and would discuss with those families their preferred means of communication.

- The school complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of disabled Students. Where the school is oversubscribed, all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled the school will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage compared to other students.

Transition

Who should I contact about my child/young person joining your setting, school or college?
For information about entry please email the Main School Office enquiries@ruskin.cheshire.sch.uk
Alternatively you could telephone the school on: 01270 560514 or call in at Main Reception, where a member of staff will discuss the entry process with you.

How can parents arrange a visit to your setting, school or college? What is involved?
We offer a range of transition visits for new students; however, we encourage the families of students with SEND to arrange a separate visit with the school SENCo so that information which specifically relates to your child's requirements can be shared.

How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life?

ENTRY
Prior to entry to our school, it is usual for families of students with SEND to visit for an informal tour of the school with the school SENCo. A meeting may also be arranged as an opportunity for families and professionals to share information about the student and for actions to be set to ensure the Student is appropriately included. Following this meeting, the school considers the provision and, if appropriate takes steps to acquire any resources needed to implement the provision. Prior to entry to school a range of transition measures are in place. This is personalised to meet the needs of the student but may include visits to the setting, visits by school staff to the student's home or current setting, a transition pack containing photos etc.

TRANSITION TO NEW SETTINGS
Wherever possible we prepare students for transition to new settings in a manner most appropriate to the individual. For some students this takes the form of additional visits to the new setting; for others this might be working through materials which address key aspects of the new setting. Some of our students benefit from lengthy transition work whereas others find an extended transition stressful, and require a shorter introduction. We work closely with families at this time to ensure consistency of information. We have good links with our local collages and primary schools and work closely with the staff from those settings. We also have close links with many of the local post 16 establishments and can advise parents and families when making decision about the next transition.

Additional Information
What other support services are there who might help me and my family?
CEIAS can be accessed by following this link. http://www.ceias.cheshireeast.gov.uk/home.aspx
They support parents and carers with SEND advice and guidance.

Where can I find the Cheshire East Local Offer? www.cheshireeast.gov.uk/localoffer

What can I do if I am not happy with a decision or what is happening?
As a school we encourage parents to address any worries or concerns promptly initially with the Form Tutor or YAMs, and then if they are unable to help, with a senior member of staff such as the SENCo or the Headteacher. In the vast majority of cases we find that by talking things through we are able to find solutions to most problems.

However, if after discussing your concerns with these staff members, you remain unhappy with any aspect of the school's performance our complaints procedure can be found here:
https://www.ruskinhighschool.co.uk/our-parents/policies/

When was the above information updated, and when will it be reviewed?
Updated September 2026. Will be reviewed Summer Term 2027.