



High School Special Educational Needs & Disability (SEND) Policy & Information Report

St Richard Reynolds Catholic High School

Policy: High School Special Educational Needs & Disability Policy & Information Report

Date of publication: November 2023

Date of approval by Governing Body: 22nd November 2023

Date of next review: September 2024

St Richard Reynolds is a Catholic community rooted in the love of Christ in which we **seek to** help each other to become the person whom God has created us to be; **and** where children come first **and all** are loved, listened to, challenged and inspired.

This policy is written in line with the requirements of:

- Children and Families Act 2014
- SEND Code of Practice 2015
- The Special Educational Needs and Disabilities Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Equality Act 2010

This policy should also be read in conjunction with the following policies: Learning and Teaching, Admissions, High School Behaviour, Assessment, Equalities, Safeguarding, Homework and Complaints.

This policy will be reviewed annually.

Definition of SEND

The Special Educational Needs Code of Practice 2014 states that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools, colleges or mainstream post-16 institutions.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. We use our best endeavours to ensure that such provision is made for those who need it.

Key Personnel

Mr Matt Butcher	SENCO/Head of Inclusion
Ms Siobhan Thompkins	Associate Assistant Principal for SEND
Mrs Katie Mundow	Deputy SENCO
Mrs Eileen Wilson	Designated Safeguarding Lead
Mrs Elaine England	named Governor for SEND

We also work closely with our Primary SEND team, led by Mrs Dee Forsdick.

1. What kinds of special educational needs do we make provision for at St Richard Reynolds Catholic College?

We recognise that each pupil is made in the image of God and has a unique worth and dignity. Therefore, we aim to provide an education which enables each pupil to fulfil their potential within a context of respect and tolerance for the differing needs and gifts of each individual.

We are a non-selective, co-educational Catholic College in the London Borough of Richmond upon Thames. We believe that all children, regardless of need, can be successful if they are provided with adequate support.

We aim to cater for pupils with a range of SEND including (but not limited to) those identified as having:

- MLD (Moderate Learning Difficulties)
- SpLCD (Speech, Language and Communication Difficulties)
- SEMH (Social, Emotional and Mental Health)
- ASD (Autistic Spectrum Disorders)
- SLD (Specific Learning Difficulties, eg. dyslexia, dyspraxia, dyscalculia)
- Visual & hearing impairment

However, please note that SEND is unique to the individual child and those wishing to join our school with an Education, Health and Care Plan will need to apply via the phase transfer consultation process.

2. How do we identify and assess pupils with SEND?

A range of assessments are used at various points including standardised and baseline tests at the beginning of Year 7 and exam access arrangement screening in Year 10. These assessments provide us with robust data about each child's ability and build on the information received from previous settings and Key Stages. In addition, staff have access to a Google Form to enable them raise a concern about a child's potential learning needs.

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

Children highlighted as making slow progress or having low attainment are given further testing to ascertain precisely where support is needed. For example, this may include decoding, screening or dyslexia screening. Children who are below the expected level in English and mathematics are not automatically identified as having SEND, but are provided with the teaching they need to make the progress required. It is only after a persistent problem that requires additional support has been identified that a child may be said to have SEND.

In addition, students in Year 7 who have a significantly lower reading age (identified via MidYIS testing) are targeted for reading intervention sessions.

3. How do we evaluate the effectiveness of our provision?

Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. This is achieved via inclusion meetings which are held every half term to discuss vulnerable students, grade collections and SEND review meetings.

For students with an Education, Health and Care Plan or who receive SEND support (SEN K) there will be three formal meetings throughout the academic year. These include annual reviews, SEND review meetings and Parents Evenings. Parents and carers and students are encouraged to discuss their child's progress and provision in addition to raising any concerns they may have. Focus groups and student questionnaires are also used to better understand the views and experiences of students with identified learning needs.

4. What are the College's arrangements for assessing and reviewing the progress of pupils with SEND?

Students have their progress tracked regularly through ongoing teacher assessment and there are currently two significant grade collection periods during each academic year. If these assessments do not show adequate progress is being made by a student identified as SEND the support plan and planned outcomes will be reviewed and adjusted. Furthermore, students receiving SEND support (SEN K and EHCP) will have three formal meetings (including Parents Evening) with a member of the SEND Team to review progress and set targets for further improvement.

In addition, classroom teachers regularly update the Head of Inclusion on qualitative aspects of learning, such as focus in class, quality of written accuracy, quality of responses to questioning, behaviour, emotional state, and motivation. This commonly happens via round robins and Google forms sent by the classroom teacher on request. This information is used to determine whether pupils require additional support in any of these areas. Furthermore, there are two periods of testing for Year 7 (MidYIS) and Year 10 (exam access arrangement screening) students which will help to identify students who may require additional support.

5. The College's approach to teaching pupils with SEND

High quality teaching, which incorporates adaptive teaching is our first step in responding to all students, particularly those who have been identified as having SEND. Adaptive teaching is an approach that focuses on whole-class inclusive practice and support. When appropriate, individualised support is still offered to students, however teaching at St Richard Reynolds attempts to provide all students with lessons that are adapted to enable them to meet expectations. Our approach to high quality teaching and adaptive teaching is underpinned by the SRRCC Differentiation 5:

- Explicit instruction; Effective Questioning
- Cognitive and metacognitive strategies
- Scaffolding
- Using technology
- Flexible grouping

The Head of Inclusion and the Inclusion Team coordinates support within the school and gives advice and recommends strategies to teachers and support staff. Teachers make use of robust, in-class assessment to ascertain the extent of students' understanding. Teachers will produce seating plans that enable them to monitor students with slower processing speeds and low literacy levels and feed back to Subject Leaders and the Head of Inclusion as appropriate. Teachers and support staff have access to a SEND students' pupil passport, which will include information about how best to support the child in class. The pupil passport is regularly updated by the SEND Team to ensure the information continues to be conducive to supporting the child's learning.

6. How does the College adapt the curriculum and learning environment for pupils with special educational needs?

The College follows the advice in the National Curriculum Framework on how to adapt the curriculum and the learning environment for students with special educational needs.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the Head of Inclusion undertakes an annual audit and self-evaluation that generates their improvement plan.

The school building is accessible. The school has a lift in two of our three buildings to make each floor in those buildings accessible to all pupils. If required, we work closely with outside agencies to provide specialist equipment and advice for those students that need it, for example a hearing transmitter and receiver system for a pupil with sensory impairment. The school has a rolling programme of screening for exam access arrangements in Year 10 to support students with public exams. A qualified assessor conducts further tests in order to provide the necessary evidence for JCQ in Key Stage 4 and 5. Some pupils will qualify for extra time and/or rest breaks and, in some cases, a reader or a scribe.

7. What additional support for learning is available to pupils and students with special educational needs?

Students with identified learning needs are categorised into three areas:

- SEND Monitoring (M). Students with identified learning needs who do not require any additional support outside of high quality teaching and adaptive teaching.
- SEND Support (K). Students with identified learning needs who require additional support with their learning. For example, they may be part of additional numeracy and literacy support groups.
- Education, Health and Care Plan. Students with identified learning needs who require a high level of support which has been agreed with the Local Authority.

The support offered to students with identified learning needs is modelled on the graduated approach (see Appendix 1). A student's learning needs will first be assessed, their support will be planned and communicated to staff via their pupil passports and the support will then be periodically reviewed.

Meeting the needs of pupils and students with SEND is a whole College responsibility and priority; Staff are aware that *Everyone is a teacher of SEND*. Teachers have been trained to understand the needs of each young person and to systematically and thoroughly review the progress they are making during lessons and over time. The Head of Inclusion, Leadership Team (LT), and Governing Body review and monitor progress of young people with SEND. The Head of Inclusion oversees the implementation of interventions.

Young people with greater difficulties receive further support if necessary. This is tailored to each individual, but may include:

- In-class non-specialist adult or LSA support in some lessons. The deployment of LSAs is dependent on need and is at the discretion of the Principal and SENCO.
- KS3 Literacy and numeracy sessions scheduled in place of Languages lessons. This may be up to five lessons over a fortnight and students will only be removed from their languages lessons once we have the express permission of the parent/carer.
- 1-1 fortnightly mentoring with a member of the SEND team to discuss progress and set targets.
- SALT/OT sessions as per EHCP. Some students with an EHCP may require input from the Occupational Therapist or Speech and Language Therapist.
- Homework support. This takes place after school each afternoon from 3pm-4pm and is staffed by members of the SEND team.
- Break and lunch time safe space in Syon. Students with identified learning needs are welcome to use the Syon SEND area at break and lunch times.
- ELSA support for students who may require emotional support.

Where applicable, support may be required from AfC's Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS), AfC Child Support Services, Educational Psychologists, AfC Visual Impairment Service (BVIS) and Children and Adult Mental Health Services (CAMHS), Education Inclusion Support Service (EISS) and Emotionally Related School Avoidance (ERSA).

Students who require additional support with their learning may require a pupil passport to help staff adapt their teaching for that child. This pupil passport is available to all staff and enables teachers to better understand the needs of the child. When a young person has an EHCP, they will have a care and support plan.

8. What activities are available for students with SEND in addition to those available in accordance with the curriculum?

It is the College's requirement that all students participate in co-curricular activities throughout the year. All clubs, trips and activities offered to pupils at the College are available to young people with SEND. For some, 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers prior to the activities taking place.

Due regard is given to risk assessment/management as well as the Equality Act (2010) and the

Health and Safety Act (1974) to ensure that risks to health and safety are reduced in activities outside of school so far as is reasonably practical.

9. What support is available for improving the emotional and social development of pupils with SEND?

We have a team of teachers and support staff looking after the wellbeing of all of our students. The responsibility for the emotional and social welfare of every student lies initially with their Form Tutor supported by their Progress Leader (PL). This includes the monitoring of social interactions amongst all of our young people, particularly those with SEND, to prevent bullying. The Form Tutor will listen to the views of their tutees with SEND and, if appropriate, liaise with their PL to organise additional pastoral support arrangements to ensure their emotional and social wellbeing. The tutor is the parents' first point of contact. If further support is required, the PL will liaise with the Head of Inclusion who may arrange for an additional level of support to be provided by a member of staff. Where a child's emotional needs require further input from school staff, they may be referred to adult-led student support groups, 1-1 mentoring or to our East to West Student Support Worker. Further advice and support may involve working alongside outside agencies.

10. How do we consult parents/carers and young people?

We will have an early discussion with the young person and their parents when identifying whether they need special educational provision. Parents are encouraged to contact their child's Form Tutor if they are concerned that their child is experiencing a significantly greater difficulty in learning than their peers. When appropriate, the Form Tutor will discuss these concerns with their Progress Leader who may well liaise with the Head of Inclusion who will then make contact with

the family. The Head of Inclusion will consult with the young person and their parents regarding any additional needs (AEN). Progress of pupils with an Educational, Health and Care Plan (EHCP) is monitored by the Head of Inclusion, who will give feedback and review progress in consultation with parents on a regular basis. As previously mentioned, throughout each academic year the parents of children who receive SEND support are invited to attend three formal meetings to discuss their child's provision and progress.

Annually, the Head of Inclusion will meet with the families of pupils with an EHCP and external providers to discuss how the pupil is progressing and ensure that the EHCP is kept up to date. Furthermore, in consultation with parents and students, pupil passports and support plans will be reviewed and updated on a termly basis.

11. How do we support pupils who are moving between phases and preparing for adulthood?

At St Richard Reynolds we work closely with the educational settings attended by students before they transfer to us in order to obtain information that will make sure the transfer is as seamless as possible.

At transfer into Year 7, transition arrangements include an Induction Day for new Year 6 pupils, conversations with Year 6 teachers, attendance at the Borough SENDCo transition meeting, visits to pupils in their primary school setting, family interviews prior to September start and personalised transition arrangements as needed e.g. additional induction visits.

We also contribute information to a students' onward destination by providing information to the next setting. We maintain good links with local colleges and other post-16 providers to ensure that students with SEND (who do not stay in our Sixth Form) are enrolled on appropriate courses with suitable support.

12. Safeguarding and SEND

St Richard Reynolds understands that a child's learning needs may result in them being at greater risk of harm. All students with identified learning needs are classified as potentially vulnerable and their progress is closely monitored by the Designated Safeguarding Lead and Head of Inclusion. If a safeguarding concern is raised about a student on the SEND register, the Head of Inclusion will be involved in any required actions.

13. Where can I find information about the Local Authority's local offer?

Achieving For Children Local Offer (Kingston & Richmond) https://kr.afcinfo.org.uk/local_offer
Parents are welcome to make an appointment with the Head of Inclusion for support to gain the information they require.

14. Where can I find more information about SEND in the local area?

Please send enquiries regarding SEND support and the local offer to senco@srrcc.org.uk

Matt Butcher can be contacted on email: m.butcher@srrcc.org.uk

Appendix 1: The Graduated Approach

