



Special Educational Needs and Disability (SEND) & Information Report

St Richard Reynolds Catholic High School

Policy: Special Educational Needs and Disability (SEND) & Information Report

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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: 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.

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 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

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. These assessments provide us with robust data about each child's ability and build on the information received from previous settings and Key Stages.

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.

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.

For students with an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision.

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.

Teachers regularly update the Director 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 information is used to determine whether pupils require additional support in any of these areas.

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

High quality teaching is our first step in responding to all students, particularly those who have been identified as having SEND. Our approach to teaching is underpinned by the SRRCC Differentiation 5:

- Explicit instruction; Effective Questioning

- Cognitive and metacognitive strategies
- Scaffolding
- Using technology
- Flexible grouping

The Director of Inclusion 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 Director of Inclusion as appropriate.

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 Learning Support Department 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 Access Arrangements support for pre-public exams and 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?

Meeting the needs of pupils and students with SEND is a whole College responsibility and priority. 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 Director of Inclusion, Leadership Team (LT), and Governing Body review and monitor progress of young people with SEND. The Director 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:

- Additional one to one or small group literacy and numeracy support
- Read Write inc. Fresh Start
- Read Write inc. Spelling
- Additional small group support sessions after school to support literacy (both reading and writing)
- Small group communication classes for pupils with language communication difficulties
- Support 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 differentiate effectively for that 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?

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. Therefore, the tutor is the parents' first point of contact. If further support is required, the PL will liaise with the Director of Inclusion who may arrange for an additional level of support to be provided by a member of our Learning Support Department. Further advice and support may involve working alongside outside agencies.

10. How do we consult parents 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. If the Form Tutor feels it is appropriate, they can then discuss these concerns with their Progress Leader who may well liaise with the Director of Inclusion who will then make contact with the family. The Director of Inclusion will consult with the young person and their parents regarding any additional needs (AEN). Progress of pupils with an Educational Health Care Plan (EHCP) is monitored by the Director of Inclusion, who will feedback and review progress in consultation with parents on a regular basis.

Annually, the Director 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. 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 Director of Inclusion for support to gain the information they require.

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

The Director of Inclusion at St Richard Reynolds High School is Matt Butcher (m.butcher@srrcc.org.uk)

The named Governor for SEND is Andrew Cole.