

SEND Information Report

September 2017

SENCO: Mrs J. Stokes SEND Governor: Mrs B. Burr

Assistant SENCO: Mrs M. Moule

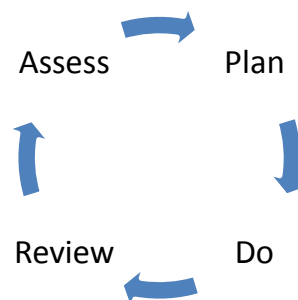
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Local Offer: www.surreysendlo.co.uk

Whole School Approach

At Reigate School every child matters. We actively promote the spiritual, social, moral and cultural development of every child. High 'Quality First' teaching is central to practice at Reigate School. We regularly review what we offer EVERY child or young person in our care and what we offer additionally. We embed high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We have a tailored personalised curriculum.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

Assess, Plan, Do, Review

Assess: We use data and other forms of assessment to celebrate achievement and identify additional needs. All teachers assess children through summative and formative assessment.

Teachers assess the progress of children by knowing the baseline data of the children in their classes and judging their progress. Teachers complete reports data collections according to the assessment cycle for the year.

Heads of Department work with the staff in their departments to monitor every child's progress. Heads of Year work closely with their pastoral teams and with subject staff to oversee every child's progress.

Plan: Summative assessment and formative assessment are essential in planning the next steps for learning. Teachers tailor lessons and learning programmes to best ensure children reach their potential. Teachers have high expectations of all children. Differentiation is embedded in our curriculum and practice with teachers differentiating materials and teaching and learning approaches, thinking about the ways children learn. Staff have access to a wide range of [Wave 1](#) provision suggestions that are used in lessons to help tailor the curriculum to the needs of individuals.

Do: High quality lessons are delivered, engaging children in a wide range of activities across all subjects that provide effective levels of challenge. Teachers monitor children in lessons, providing additional help and guidance where required and increasing the level of challenge as is appropriate. Teachers provide feedback to children and also encourage children to evaluate their own progress so that they become independent learners. This includes a focus on DIRT (Directed Improvement and Reflection Time) during which children improve their work by acting upon the advice of their teachers.

Review: We have rigorous monitoring in place that tracks the progress our learners make in all areas of the curriculum. Teachers reflect upon the learning of children and review the achievements of the children. Teachers also review their teaching and learning approaches.

We regularly share progress feedback with all our children and their parents/carers. Parents/carers receive reports on their child's progress and are invited to a parents' evening for their child's year group so that they can meet with their child's teachers.

When teachers have concerns regarding the progress of children this information is shared and acted upon. This process may involve the SENCO.

Special Educational Needs (SEND):

The Code of Practice identifies four broad areas of SEND (DfE, 2015, p.97-98) and these reflect the kinds of special educational needs for which provision is made at Reigate School:

1. Communication and Interaction
This includes children with Autistic Spectrum Disorders (ASD), selective mutism and those with social interaction difficulties.
2. Cognition and Learning
This includes children with specific learning difficulties (SpLD) such as dyslexia and dyscalculia as well as children with a range of learning difficulties.
3. Social, Emotional and Mental Health (SEMH)
This includes children with anxiety, depression and eating disorders.
4. Sensory and/or Physical Needs
This includes children with visual, hearing or physical impairments.

IMPORTANT: Frederickson and Cline (2009) make it clear that focussing on just one of the areas above will rarely encapsulate all of the special educational needs a child might have.

With regard to this, Reigate School's approach to provision endeavours to respond to children as individuals.

Please see our [SEND Policy](#) for more information regarding identification and assessment.

Provision:

Reigate School promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. We have an Accessibility Policy and Equality Policy and make every effort to make reasonable adjustments where possible. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning.

The Headteacher and Senior Leadership Team (which includes the SENCO) play an active role in monitoring the quality of our special educational needs provision.

Interventions we put in place are research informed and evidence based wherever possible and are measured to monitor impact against expected rates of progress, following the cycle of Assess, Plan, Do and Review. This is an ongoing process with adjustments made to provision as is identified for individual children. Where we feel something is not working we find alternatives through dialogue with the child and their parents/carers.

Working with the child, their families and staff, the SENCO considers a variety of options for suitable provision before deciding on a course of action. Interventions are monitored for impact and outcomes are defined at the start of any intervention.

All children are made fully aware of the expectations Reigate School has and the responsibility that children have to follow the RESPECT culture. The school emphasises the importance of fostering good relationships and provides robust [Anti-Bullying Guidance](#). Our Behaviour for Learning Policy, which includes guidance on expectations, rewards and sanctions, is fully understood by all staff. We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence.

As of September 2017, we have 164 children on the SEND register. This figure is subject to change in the ongoing process of monitoring and assessment.

'K' refers to children who require some additional adaptations within school under SEND Support. An EHCP is issued to children who need more support than that which is available through SEND Support.

	Children identified as 'K'			Children with Statement/EHCP			Total SEND
	Boys	Girls	Total	Boys	Girls	Total	
Year 11	11	12	23	1	0	1	24
Year 10	24	12	36	3	0	3	39
Year 9	19	13	32	0	0	0	32
Year 8	17	8	25	5	0	5	30
Year 7	20	15	35	2	0	2	37
			149	11	0	11	164

Teachers deliver high quality lessons with differentiation embedded in practice.

Children are provided with a range of additional support including Learning Space, Sparkfish, interventions groups, etc. as is deemed relevant for their progression.

Homework Club is available for all children to attend from 3pm to 5pm, Monday to Friday during term time in the Learning Resources Centre. There is a member of staff on duty for the duration of this club every night of the week to provide help and support to children where they require it.

Consulting with children and their parents/carers

We believe in partnering parents/carers and children in a dialogue to support a child's learning, needs and aspirations. In the **first instance**, parents/carers should speak to their child's **Head of Year** to share relevant information or to raise any questions or concerns. The Head of Year will pass on to the SENCO any concern requiring further investigation.

Parent Voice

We regularly share progress feedback with all our children and their parents/carers. We host a number of curriculum evenings and Parents' Evenings to help parents/carers understand what can be done by families at home to support the child's learning at school. These evenings also provide opportunities for parents/carers to meet with staff to

discuss their child's progress. This is reinforced by updates to the curriculum which we share through our newsletter and/or website.

Should individual issues arise and further contact is required, the school encourages parents/carers to make contact with the child's **Head of Year** in the first instance.

Parents/carers are invited to contribute through a number of means. We host parent focus groups to listen to parental views. Our Governing Body includes Parent Governors/representatives.

Parents/carers of children who have an EHCP (or, in some cases, a Statement of SEND) are invited to participate in the review process. Help is offered to parents in completing the paperwork. Parents of children with SEND are invited into school during Access for Learning Meetings to discuss the provision in place for their child.

Student Voice

Student voice is encouraged in a variety of ways including the School Council.

Children who are on the SEND register are involved in conversations about their teaching and learning. Children in all year groups are actively involved in learning meetings in which they share information that will contribute to a Student Profile. This is used by all staff to inform provision in lessons.

Staff Development

The SENCO liaises with other SENCOs from local primary and secondary schools to discuss local and national SEND issues and attends SENCO Forum Meetings held by the Local Authority. The SENCO also attends national conferences and keeps abreast of issues through reading a range of materials.

We are committed to developing the ongoing expertise of our staff. We build special educational needs into our strategic training programme. We regularly invest time and money in training our staff.

Staff have access to a range of information about the learning needs of children with SEND. This is in the form of Student Profiles and in advice regarding a wide range of learning needs. Staff are updated regularly on matters pertaining to special educational needs and there are centralised materials available for staff to access at all times. Staff are able to seek advice from the SENCO regarding individual concerns.

In 2016-2017 staff Continued Professional Development (CPD) for SEND included:

- CPD INSET on Mental Health
- ASD training for staff
- Catch-up Numeracy training – the next steps
- Catch-up Literacy training – the next steps
- ELSA (Emotional Literacy Support Assistant) network meetings
- PSSS (Physical Sensory Support Services) training
- Scaling exercises training with the Educational Psychologist
- PiXL SEND training for SENCO, Assistant SENCO
- Cascade of PiXL training in phonics and maths to Learning Mentors
- Individual meetings with staff regarding needs of children
- Courses in working with children with dyslexia
- REMA meetings and training
- ASD follow-up 'clinics'
- SENCO Conference
- Access Arrangements: scribe and reader training for relevant staff

Learning Mentors and the Assistant SENCO have experience in areas to support special educational needs including ASD, SEMH, Hearing Impairment, Visual Impairment, Speech and Language Needs, selective mutism, epilepsy, numeracy intervention and literacy intervention.

All our staff are trained to provide a high standard of pastoral support.

Relevant staff are trained to support medical needs and in some cases all staff receive training. We have a Medical Policy in place.

External Agencies

The school works in partnership with other agencies in order to provide integrated systems based on the needs of the child. The main external agencies (although not an exhaustive list) used by Reigate School include:

- The Educational Psychologist
- CAMHS
- REMA
- Learning Space (Counselling)
- Speech and Language Therapist
- Pathways – Careers advice for Young People
- The School Nurse
- The Educational Welfare Officer
- Physical and Sensory Support Service
- TAMHS
- ASD Outreach
- Tadworth House Outreach
- Limpsfield Grange

Staff Deployment 2016-2017

The SENCO is a fully qualified teacher with over 20 years' experience of working with children in a mainstream setting. The SENCO holds the National Award for Special Educational Needs Coordination which she achieved in June 2016.

Considerable thought, planning and preparation goes into utilising our support staff to secure the best outcomes for children so that they gain independence and are prepared for adulthood from the earliest possible age.

- The Assistant SENCO works with a range of children with SEND; communicates with parents/carers and staff; fulfils various duties relating to SEND.
- Two Learning Mentors work with children who have English as a Second Language; Speech and Language needs; are ASD; have selective mutism; have visual or hearing impairments; have a range of other needs.
- Progress and Achievement Coaches (PACs) work with SEND children, mainly in classrooms.
- Intervention Tutors work with a range of children (SEND and others), mainly through small group intervention work. They also lead Enhanced Learning classes in Year 7 and 8 which focus upon improving English skills.
- Teaching Assistants are employed in three areas of the curriculum: English, maths and computing. They work with a wide range of children, not just those with SEND.

School Partnerships and Transitions

We have a robust Induction Programme in place for welcoming new children. We have very good relationships with our primary partners and East Surrey College and Reigate College.

Key Stage 3: Year 7

Prior to children joining us in Year 7, the Head of Year and SENCO consulted with our feeder primary schools, gathering detailed information about children.

We held a Year 6 Induction Day to help children become familiar with the school prior to starting in September. We also held an Induction Evening for parents/carers in July at which members of the Senior Leadership Team, including the SENCO, were available to answer any questions that parents/carers had.

Children in need of a phased transition attended additional sessions in school.

A number of children were invited to participate in the Reigate School Summer School in August 2017. Children were involved in a range of activities.

Key Stage 3: Year 8

During the Options process in Year 8 when children chose subjects to take at GCSE or BTEC level, parents/carers were invited to an Options Evening. We made it a point to discuss aspirations with our learners. Parents/carers, along with their child, were able to seek advice from the SENCO, Leadership Team, Head of Year, Careers Adviser and teachers regarding next steps.

Key Stage 4

In Year 10 children were given the opportunity to visit both East Surrey College and Reigate College to help them in making decisions for their next steps after Reigate School. Children who required a phased approach to starting college had additional support at this time.

Children met with our Careers Advisor and spoke to members of staff to gather advice for the next steps in their education, employment or training. Where required, the SENCO was available to provide further advice and guidance to parents/carers and children.

Children in Key Stage 3 and Key Stage 4 were given opportunities to participate in careers fairs as well as being invited to in-house careers talks. Reigate School has effective links with the University of Surrey in Guildford.

Complaints

Details regarding the procedure for making a complaint can be found [here](#).

Further development

- Teaching and Learning Research and Development groups to explore further Quality First Teaching practices that work.
- Further development of mental health training, knowledge and support.
- Further training in key areas of cognition and learning relating to current areas of specific children's need.

Relevant school policies and processes underpinning this SEND Information Report include:

Accessibility Policy
Admissions Policy
Anti-Bullying Guidance
Assessment, Recording and Reporting Process
Attendance Regulations and Processes
Complaints Procedures
Equality Policy
Learning and Teaching Statement
Medical Policy
Outdoor Education and Off-Site Educational Visits Policy
Behaviour for Learning Policy
Special Educational Needs Policy

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Additional documents and texts taken into account when compiling this report include:

Department for Education (2015) *Special Educational Needs and Disability Code of Practice: 0 – 25 Years*, Crown Copyright.

Frederickson, N. & Cline, T. (2009). *Special Educational Needs, Inclusion and Diversity*. Open University Press

Education Endowment Fund Information

Date presented to Reigate School's Full Governing Body: September 2017