

## SEND Information Report

September 2021

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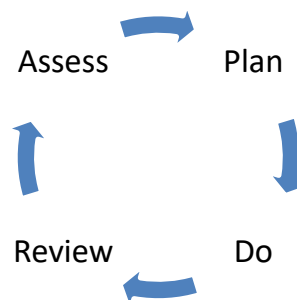
Local Offer: <https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>

### Whole School Approach

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At Reigate School every child matters. We actively promote the academic, social and personal 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. We embed high expectations among staff about quality first teaching that is adapted to the needs of children.

Underpinning 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 various forms of assessment to monitor progress, celebrate achievement and identify needs. Teachers complete reports data collections on a

termly basis. Where we require information about specific children at other times, this is requested from teachers.

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**

Teachers use assessment to plan the next steps for learning. Teachers tailor lessons and learning programmes to best ensure children reach their potential, by thinking about the ways children learn and adapting materials and teaching and learning approaches.

## **Do**

High quality lessons are delivered 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 appropriate.

Teachers provide feedback to children and encourage children to evaluate their own progress so 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 monitor the progress of our learners.

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 children and their parents/carers. Parents/carers receive termly reports on their child's progress and are invited to an annual parents' evening so that they can meet with their child's teachers.

When teachers have concerns about the progress of children this information is shared and acted upon. This process may involve the SENCO in line with the SEND Policy.

## **Special Educational Needs and Disabilities (SEND):**

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The Code of Practice identifies four broad areas of SEND (DfE, 2015, p.97-98) 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 cover 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.

## **Provision**

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Reigate School encourages involvement of all our learners in all aspects of school life within and beyond the classroom.

We have an Accessibility Policy and Equality Policy and make every effort to make reasonable adjustments where possible. Sometimes it is not possible to make the level of adjustment needed.

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 we put in place are research informed and evidence based wherever possible and are measured to monitor impact, following the cycle of Assess, Plan, Do and Review. Outcomes are defined at the start of any intervention. This is an ongoing process with adjustments made to provision as needed Interventions may focus upon literacy, numeracy, social skills, counselling, ELSA support, study skills, etc. as is deemed relevant.

All children are made aware of the expectations Reigate School has and the responsibility that children have to follow the Values culture. The school emphasises the importance of fostering good relationships and does not tolerate bullying or anti-social behaviour of any kind.

We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence.

Teachers adapt lessons and provision to support and challenge children.

Homework Club is available for children to attend, pre-COVID this ran from 3pm to 5pm, Monday to Friday during term time in the Learning Resources Centre. During COVID arrangements, separate zones were created for children to access this safely. There are members of staff on duty for the duration of this to provide help and support to children where they require it. Parents/carers and children have a login to the Show My Homework platform so that they can view homework set and submissions. Parents/carers also have an Insight login that enables them to keep up to date with achievements and attendance.

## Numbers on roll

As of September 2021 we have 208 children on the SEND register. In 2020-2021 this was 190 and in 2019-2020 this was 179. This figure is subject to change throughout the year in the ongoing process of monitoring and assessment.

'K' refers to children who need some additional adaptations within school under SEND Support. An EHCP (Education, Health and Care Plan) is issued to children who need more support than that which is available through SEND Support.

	Children identified as 'K'			Children with EHCP			Total SEND
	<i>Boys</i>	<i>Girls</i>	<i>Total</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>	
Year 11	20	11	31	2	1	3	34
Year 10	17	12	29	4	0	4	33
Year 9	22	12	34	3	1	4	38
Year 8	25	13	38	6	2	8	46
Year 7	31	14	45	11	1	12	57
	115	62	177	26	5	31	208

## Consulting with children and their parents/carers

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We regularly share progress feedback with children and parents/carers.

We host Parents'/Carers' Evenings which 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.

Parents/carers of children who have SEND are invited to participate in the Annual Review Process (for those with an EHCP) and in reviews with the SEND Team on a termly basis. Help is offered to parents in completing any paperwork specific to their child such as EHCP information, diagnostic questionnaires, etc.

## **Parent Voice**

At Reigate School we believe in establishing a dialogue with parents/carers and children 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 and further communication will follow.

Parents/carers are invited to contribute through a number of means including Parents' Evenings, questionnaires and individual meetings held with school staff. Our Governing Body includes Parent Governors/representatives.

## **The Child's Voice**

The child's voice is encouraged in a variety of ways including through the School Council as well as in individual discussions about their needs and how best to support them. Children who are on the SEND register are involved in conversations about their teaching and learning which includes them sharing information that contributes to a Student Profile. This is used by all staff to inform provision in lessons.

## **Staff Development**

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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 through SAfE (Schools Alliance for Excellence). 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.

Staff have access to a range of information about the learning needs of children with SEND. SEND Registers provide an overview of each year group and each SEND child has a Student Profile which gives more detail to school staff about individual children. There is also a central area online where staff can access information about different learning needs and strategies at all times. Staff are updated regularly on matters pertaining to special educational needs. Staff are able to seek advice from the SENCO regarding individual concerns.

The SENCO provides information to staff through briefings, shared meetings and through individual support.

In 2020-2021 Continued Professional Development (CPD) for SEND included:

- Safeguarding
- ELSA (Emotional Literacy Support Assistant) network meetings and training of additional staff
- SEND 'clinics' of sharing good practice about specific children with all the teachers of that child
- Individual meetings with staff regarding needs of children
- ELKLAN training
- Catch Up Numeracy training
- Catch Up Literacy training
- Emotional wellbeing training
- REMA meetings and training
- ASD follow-up 'clinics'
- Access Arrangements: scribe and reader training for relevant staff
- SENCO Network Meetings
- Mental Health Training for SENCO
- SENCO Circles to support learners
- TAMHS Network meetings
- Let's talk Mental Health training
- Speech and Language training

Some training has been delayed due to matters relating to COVID 19 which are beyond our control.

All staff are supported to provide a high standard of pastoral care.

Where staff would like further information or training regarding SEND they can speak to the SENCO.

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

## **Staff Deployment**

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The SENCO is a fully qualified teacher with 26 years of experience in working with children in a mainstream setting. The SENCO holds the National Award for Special Educational Needs Coordination which she achieved in June 2016. She has also undertaken a Masters level course in Emotional Wellbeing and Mental Health (awarded June 2020). She has recently completed the Level 1 IPSEA qualification in SEND Law (July 2021).

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 a range of needs.
- Progress and Achievement Coaches (PACs) work with SEND children, mainly in classrooms.
- Teaching Assistants are employed in three areas of the curriculum: English, maths and modern foreign languages. They work with a wide range of children, not just those with SEND.

### **School Partnerships and Transitions**

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We have a robust Induction Programme in place for welcoming new children. We have very good relationships with our primary partners and work closely with them to ensure Year 6 to 7 transition is successful. We also have very good relationships with our local Key Stage 5 partners of East Surrey College and Reigate College. Children do sometimes take other routes and attend colleges/training further afield such as Merrist Wood and NESOT amongst others. We liaise closely and support children and parents in these next steps. We liaise closely with the Surrey SEND Team to provide relevant and detailed information to support children and their families in this transition.

#### **Key Stage 3: Year 7**

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

We held our induction of Year 6 during the summer holiday in the second two weeks of August which gave them a chance to visit the school and meet some of the key staff. We also provided online information about transition including a virtual tour of the school and talks from the Head of School and the Pastoral Team. We have done our best to continue to ensure children become familiar with the school prior to starting in September despite the challenges presented by COVID-19.

#### **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. During the options process, 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. Pathways and choices were discussed with follow-up conversations where appropriate.

#### **Key Stage 4**

In Year 10 children were able to visit both East Surrey College and Reigate College to help them in making decisions for their next steps after Reigate School. Children will also be informed of other colleges/training opportunities such as Plumpton College, NESCOL and Chichester College amongst others

In Year 11 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.

The SENCO and other SEND staff attended interviews with some SEND children or held meetings at school with staff from colleges including college SENCOs to support children and parents in making the next steps in their learning.

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.

#### **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
- Careers advice for Young People
- The Educational Welfare Officer
- Physical and Sensory Support Service
- TAMHS
- ASD Outreach
- Tadworth House Outreach



## **Complaints**

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

## **Further development for Reigate School**

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- Further development in staff working at a personalised level with SEND children.
- Training of new staff.
- Development of emotional wellbeing and mental health training, knowledge and support with staff, parents and children.
- Further development of differentiation/adaptation for teaching and learning.
- A focus on memory and recall of information.

## **Relevant school policies underpinning this SEND Information Report include:**

Accessibility Policy

Admissions Policy

Anti-Bullying Guidance

Assessment, Recording and Reporting Policy

Attendance Policy

Complaints Procedure

Emotional Wellbeing and Mental Health Policy

Equality Policy

Learning and Teaching Policy

Medical Policy

Outdoor Education and Outside Visits Policy

Positive Behaviour 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

**Date presented to Governing Body: September 2021**