

SEND Information Report

September 2020

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

Assistant SENCO: Mrs N. Burrows

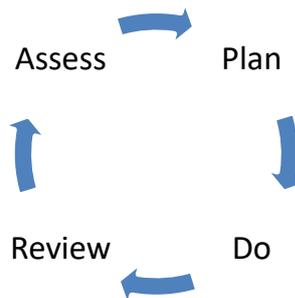
Contact: senco@reigate-school.surrey.sch.uk

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

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 various forms of assessment to monitor progress, celebrate achievement and identify additional needs. All teachers assess children through summative and formative assessment.

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: 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 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 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 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 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 and Disabilities (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 try 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, their parents/carers and teachers.

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 Values culture. The school emphasises the importance of fostering good relationships and provides robust anti-bullying guidance and our Behaviour Policy. The Behaviour Policy includes guidance on expectations, rewards and sanctions. We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence.

Teachers deliver high quality lessons with differentiation embedded in practice.

Children are provided with a range of additional support and intervention including literacy, numeracy, social skills, counselling, ELSA support, study skills, etc. as is deemed relevant for their progression.

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. There are arrangements in place for Homework Club support but this will be zoned and year groups have information about this. 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.

As of September 2020 we have 190 children on the SEND register. 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 require 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	19	8	27	4	0	4	31
Year 10	19	11	30	1	1	2	32
Year 9	19	12	31	3	0	3	34
Year 8	24	14	38	3	0	3	41
Year 7	25	18	43	7	2	9	52
			169	18	3	21	190

Consulting with children and their parents/carers

We regularly share progress feedback with all our children and their parents/carers. We host Parents' Evenings to help parents/carers understand what can be done by families at home to support their 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.

Parents/carers of children who have an EHCP are invited to participate in the Annual Review process. Parents of children with SEND are invited into school to discuss the provision in place for their child through Access for Learning meetings. 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, either through the SEND Team or Head of Year.

Parents/carers are invited to contribute through a number of means including at Information Evenings, Parents' Evenings 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

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. We build special educational needs into our strategic training programme.

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 SEND Team regarding individual concerns. There is a centralised file of information available to staff that is regularly updated.

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

In 2019-2020 Continued Professional Development (CPD) for SEND included:

- Safeguarding
- ELSA (Emotional Literacy Support Assistant) network meetings and training of additional staff to deliver
- SEND 'clinics' of sharing good practice about specific children with all the teachers of that child
- Individual meetings with staff regarding needs of children
- Behaviour management
- Anxiety 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

Please note that a number of planned training sessions were not able to occur due to COVID 19 and have been pushed back to the Autumn Term of 2020. This is due to providers needing time to set up remote learning packages.

All our staff are supported to provide a high standard of pastoral support. Where staff would like further information of training regarding SEND they can speak to JST (J Stokes).

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

The SENCO is a fully qualified teacher with 25 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).

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 (PP and SEND), through in-class intervention/support as well as teaching Enhanced Learning classes in Year 7 and 8 which focus upon improving English and maths skills.
- Teaching Assistants are employed in four areas of the curriculum: English, maths, modern foreign languages 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 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 a Year 6 Induction Day and Evening which this year was presented online and can be viewed on our school website under the Year 6 Transition heading. 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. 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 at length with follow-up conversations where appropriate.

Key Stage 4

In Year 10 children are usually able to visit both East Surrey College and Reigate College to help them in making decisions for their next steps after Reigate School. These visits were not possible this year and we will be in discussion with the colleges about opportunities available to our children in the lead up to making their college option choices. Children will also be informed of other colleges/training opportunities such as Plumpton College 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

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

Further development

- Further development in staff working at a personalised level with SEND children.
- Training in Catch-up Numeracy for 5 members of the SEND Team.
- Training in Catch-up Literacy for 5 members of the SEND Team.
- Training in ELKLAN for 5 members of the SEND Team.
- 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.

SEND Link Governor training and development

- School Visit with Jane Stokes to discuss Mental Health provision for our children.
- Mental Health Masterclass
- Mental Health Webinar
- Attends annual SEND Conference

Relevant school policies underpinning this SEND Information Report include:

Accessibility Policy

Admissions Policy

Anti-Bullying Guidance

Assessment, Recording and Reporting Process

Attendance Policy

Behaviour for Learning Policy

Complaints Policy and Procedure

Emotional Wellbeing and Mental Health Policy

Medical Policy

Outdoor Education and Off-site Educational Visits Policy

Single Equality Plan

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 2020