



Rugby Free

Secondary School

SEND Information report

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Approved by: C Green

Date: 23/9/18

Last reviewed on: 1/10/18

Next review due by: 24/7/19

SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We assess pupils on entry with score of 100 and below on their SAT's. This is to enable us to identify pupils who would benefit from catch up interventions or additional support. 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

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Initially the class teacher would implement an intervention/provide additional support. If pupil does not make progress after a period of implementation (approx. half term) they would liaise with the SENCO.

If a pupil is not making progress and already has an identified SEN the SENCO investigates further and after consulting parents implements a personalised intervention plan for the pupil.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support.

We also annually collect feedback from pupils and parents on SEND provision.

5.4 Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

We have a referral system in place which class teachers can use if they have a concern regarding a pupil.

The SENCO then follows this up by investigating:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The views and experience of parents
- The pupil's own views

- Advice from external support services, if relevant

This part of a cycle to enable progress to be monitored and plans to be reviewed.

All teachers and support staff who work with the pupil will be made aware of their needs and any teaching strategies or approaches that are required. This is through the SEND register and Support Plans. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

When/where this is appropriate we will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

As part of the transition from KS2 to KS3 we visit each of the junior schools and offer an enhanced transition programme to pupils who require additional support.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Reading – Precision Teaching
- Spelling – Precision Teaching
- Maths – Programme TBC
- Literacy groups
- Self-esteem/confidence building groups
- 1:1 mentoring
- Social skills group
- Handwriting
- Anger management
- Accelerated reader
- Link with Brooke School Farm, weekly sessions for identified pupils.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, writing slopes etc.
- Differentiating our teaching, for example, giving longer processing times, chunk tasks, reading instructions aloud, etc.
- Personalised support for physical needs e.g. revising timetable to ensure all lessons are accessible on ground floor, leaving lessons early, additional physical aids such as personalised chair, laptop.

5.8 Allocation of resources for SEN pupils

- The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on individual pupil needs.
- It finances staff to support pupils, resources for interventions, outside agency/ specialist support services, training and specialist equipment. Resources are allocated according to pupils' needs and their barriers to learning. The evaluation of the impact of interventions is reviewed and monitored regularly.

- Advice is sought from specialist agencies to ensure that the most appropriate resources are matched to pupil needs.
- When a pupil has an EHC and where the support required for a child costs more than is allocated in the notional SEND budget, the school can apply for additional funding if it can be proven that a pupil requires more support.

5.9 Additional support for learning

We have four Teaching Assistants (TA) who are trained to deliver interventions such as Precision Teaching, Social and Emotional group, Literacy and Numeracy interventions.

We also have four Associate Teachers (AT) who run intervention and support pupil with Social and Emotional needs.

TAs and AT's will support pupils on a 1:1 basis for mentoring.

TA's and AT's will support pupils in small groups when a need for an intervention has been identified through the graduated approach.

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychology Service (EPS)
- Specialist Teaching Service (STS)
- Integrated Disability Service for Visual Impairment (IDS)
- COMPASS
- Early Help
- MIND
- Victim Support
- Changing Futures
- Service Six
- Guy's Gift
- Targeted Youth
- EMTAS

We also seek advice and refer pupils to RISE (formally CAMHS) and Occupational Therapy.

5.10 Expertise and training of staff

Our SENCO, Mrs Elizabeth Gaynon is NASCo qualified and has worked with SEND pupils for four years.

We have a team of four teaching assistants, and four Associate Teachers who are trained to deliver SEN provision.

In the last academic year, staff have received CPD sessions in:

- Differentiation
- Signposting SEND
- Dyslexia
- A pupil's perspective of SEND
- Precision Teaching and Accelerated reached (TAs and AT's only)
- Making sense of Autism by the Autism Education Trust.

Some staff including TAs AT's and Family Support Worker have received additional raining in:

- Attachment
- Mental Health Certificate level 2
- Early Help
- Sex and Relations

- Young Carers
- Radicalization
- Child Sexual Exploitation

The SENCO regularly attends SENCo Network meetings.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions on a half termly basis
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops, etc

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Please also see the following policies which are located on our school website:

- Admissions Policy
- Behaviour Policy
- SEND Policy
- Safeguarding Policy
- Accessibility Policy

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be ambassadors for the school.
- Pupils with SEN are also encouraged to be part of all clubs to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

- As a school we work closely with agencies in supporting students with additional needs. Many agencies are referred to as and when the need arises such as CHAMS or COMPASS and the school identify there is a need which requires agency support. We also buy into a number of services including EMTAS, the specialist teaching service and the Educational Psychology service. We liaise with our key workers around each child's needs and what support needs to be put in place.
- At times assessments will be carried out by an agency to gain a better understanding of a child's needs, with parental consent. Other agencies will require students to go to them for meetings, groups and assessments.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance to discuss the concern. If the concern still remains a formal complaint would be made to the head teacher. The complaints policy can be found on the school website.

5.15 Contact details of support services for parents of pupils with SEN and Warwickshire Local Offer

Link to local offer - <https://www.warwickshire.gov.uk/send>

Depending on the circumstances parents may also wish to contact SENDAR or can be supported through Early Help.

SENDAR
Saltisford Office Park
Ansell Way
Warwick
CV34 4UL

[01926 742160](tel:01926742160)

5.16 Contact details for raising concerns

Initial concerns for SEND would go to Mrs Elizabeth Gaynon

Elizabeth.Gaynon@rugbyfreesecondary.co.uk