

# Richmond School SEN Information Report



## Code of Practice 6.79

‘The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body’s or the proprietor’s policy for pupils with SEN. The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the draft Special Educational Needs (Information) Regulations and reflects the information required for the local offer’.

Schools should ensure that the information is easily accessible by parents and is set out in clear, straightforward language. This should include information on the school’s SEN policy, named contacts within the school where parents have concerns and details of the school’s contribution to the local offer.

In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEN.

[The North Yorkshire local offer.](#)

## Richmond School SEN Information Report

Date : November 2015

[Click to open our SEN Policy](#)

Special Educational Needs Co-ordinator (SENCo): Liz Merckx

SEN Governor: Julie Moody

### 1. What kinds of SEN are provided for at Richmond School?

Children and young people (CYP) with a wide range of special educational needs are welcomed into our school. We endeavour to meet the needs of all. We cater for many students who have needs that fall within the four recognised categories of need: Cognition and Learning; Communication and Interaction; Social, Emotional and Mental Health difficulties; Sensory and Physical. If a parent / carer of a student with an Education Health and Care Plan (EHCP) requests a place at the school, we seek wherever possible to implement appropriate strategies to meet their needs.

### 2. What policies do you have for identifying children and young people with SEN? How do you assess their needs? What is the SENCo's name and how can I contact them?

Students' progress is assessed regularly from the start of their time at Richmond School. We liaise closely with primary schools when students make the transition from Year 6 to 7 to ensure we know from the start which students may benefit from additional and different support. For students who have already been identified as having special educational needs / disability (SEND), we seek details and guidance from the primary school to ensure that we can maintain appropriate support right from the beginning of year 7.

All students are tested regularly for reading and spelling ages in Key Stage 3 (years 7-9), as well as being assessed for progress in every subject area. In Key stages 4 and 5 (years 10-11 and years 12-13), subject teachers constantly monitor progress towards target grades.

Parents / carers are routinely kept informed of progress through termly Aiming High reports and an annual Parents' Evening.

If a student is not making expected progress, possible reasons for this are explored. This may be undertaken by an individual subject department, the Lead Learning Manager for Key Stage 3, 4 or 5, or the Learning Support Department. Where the school feels that a lack of progress may be due to possible SEN, we will contact parents / carers to discuss the nature of the concern and what might be done to investigate

further. This could include collecting feedback from all staff, from parents / carers and from the student, completing targeted assessments to identify possible barriers to learning or involving a range of other professionals for advice and expertise. Information gained through this process will enable us to make an informed decision about what further steps are appropriate to support the student. Parents / carers will be consulted and kept closely informed throughout the process.

For students accessing additional and different support to respond to SEND, a summary of arrangements will be recorded in an Individual Provision Map (IPM). This will include:-

- details of strategies being used to support a student in class
- details of any additional support or interventions being implemented
- the student's learning targets and their long term desired outcomes

Most students will benefit from SEN support, but some students who need high levels of support, or who have complex needs will need to be referred for an education, health and care plan. The decision to make such an application is usually a joint one between school and home.

The Special Educational Needs Co-ordinator (SENCo), Liz Merckx, can be contacted on the school number 01748 850111 or by email on [emerckx@richmondschool.net](mailto:emerckx@richmondschool.net)

### **3. What arrangements do you have for consulting with parents / carers of children with SEND and involving them in their child's education?**

Parents / carers are routinely kept informed of all students' progress through termly Aiming High reports and an annual Parents' Evening. All parents / carers are encouraged to communicate with school at any time if they have concerns. This can be by phone, email or letter to the appropriate member of staff.

For students with SEND, more frequent communication is often valuable as it is vital that parents / carers and school work together closely. Your knowledge and understanding of your child's needs is essential to help us in making the best provision for them. This should also take account of your and your child's hopes, personal goals and interests. This will allow the school to regularly explain to you how well a student is progressing in their learning, and to work with you to ensure the most appropriate targets are set to achieve desired outcomes.

On-going communication may include:

- more regular meetings to discuss progress and whether the support is working
- communication between parents / carers and members of the Learning Support or Pastoral team to discuss and resolve any issues that may arise
- clear information about the impact of any interventions
- guidance for you to support your child's learning at home.

### **4. What arrangements do you have in place in your school to consult with young people with SEN and how do you involve them in their education?**

The school values the views of all students (student voice) to help shape provision. The school's Student Council enables all students to have a say, but students are also welcome to share their views in other ways and at any time (eg one to one discussion with staff).

For students with SEND, it is vital that their views and aspirations are listened to and they are supported to achieve their aspirations as far as possible. Student feedback is sought via a student questionnaire sent out with invitations to review meetings. Students are also welcome to discuss their thoughts and concerns at any stage with a member of staff they feel comfortable with. This could be a Teaching Assistant, Form Tutor, Pastoral Manager or SENCo. Staff listen to students' views and seek advice if appropriate so as to endeavour to answer questions or resolve concerns.

**5. What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes. Please can you explain what opportunities are available to enable you to work with parents / carers and young people as part of this assessment and review**

Staff have high expectations of, and aspirations for, all students, regardless of their ability. There is an expectation that all students with SEND should make at least expected progress, in line with their peers.

All students are set end of year / end of key stage targets for each subject they do and progress towards these targets is monitored closely by individual subject teachers and departments, based on regular assessments as well as student performance in lessons and homework assignments. Parents / carers are kept informed of progress via Aiming High reports and annual Parents' Evenings, although parents / carers can contact the school at any time if they have concerns.

For students with SEND, additional targets / desired outcomes are set via the review process to ensure greater focus on overcoming a student's specific barrier to learning and taking into account individual hopes and aspirations for the future. Outcomes are selected on the basis of discussion with the student and their parents / carers. Feedback from all staff who work with the student informs this process. Subsequent review meetings give the opportunity for all to assess what progress has been made towards these outcomes and whether further work or a different approach is needed.

Information about outcomes, the support provided to help a student achieve them and a summary of progress is included on a student's IPM document which is updated at each review. The IPM also details students' strengths and interests and things that help them learn and to enjoy school. The content of the IPM is discussed with the student and parents / carers at review meetings and circulated to all staff involved with the student.

**6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do you ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society**

Richmond School liaises closely with primary schools prior to transition into Year 7 to ensure that the school has a clear picture of students'

backgrounds, their relative strengths and barriers to their learning. We aim to use this information to provide a smooth transition into secondary school, ensuring that all staff are aware of students' specific needs and what strategies can be used to maximise their progress. This is particularly vital for students with SEND.

For students who join the school after Year 7 ('mid-course transfers'), we liaise with the school they are transferring from and seek the same information. Mid-course transfer students are monitored particularly carefully during their first few months at the school to ensure that they are settled and progressing as expected.

Where appropriate, Year 6 students may be offered extra visits to the school to familiarise themselves with it before beginning Year 7, and meetings with some students and their parents / carers are attended by Richmond School staff when students are in Year 6, or in some cases, Year 5. Similar familiarisation visits are sometimes arranged for older students.

As students with SEND progress through the School we discuss with them and their parents / carers any future hopes or aspirations they may have. We use this information, as well as our knowledge of students' specific areas of strength, to advise them on the most appropriate courses to follow at GCSE and, again, at post-16 level. Some students with SEND are offered additional careers support to help them make significant choices about their futures. The School communicates information about students to other schools or colleges, if they move on to other establishments. Transition reviews are arranged to facilitate this process and visits can be arranged, often accompanied by a member of staff from Richmond School with whom the student is familiar.

Parents / carers are involved in transition processes throughout their child's school career and additional help and advice for students with SEND and their families is always available if requested. We welcome any communication about transition arrangements and endeavour to support this process to the best of our ability.

## **7. What is your School's approach to teaching children and young people with SEN?**

All students at Richmond School have access to Quality First Teaching (teaching which allows all students to make progress) and the school's 'Whole School Provision Map' is used by all staff to identify effective approaches in their everyday planning for teaching students with a range of needs and abilities, enabling all students to make progress.

Where the need for additional support is identified, this may come in a variety of forms, as appropriate to individual students:

- Specifically differentiated teaching;
- In-class support from a Teaching Assistant, either one-to-one or on a group basis;
- Additional small group intervention work for Literacy and Maths. These take place for some students as an alternative to MFL (French/German) in Years 7 and 8, for others they are workshop sessions during Guidance time or at other agreed times. They may be short or longer term interventions and may be delivered by either a teacher or a teaching assistant;
- Occasionally one-to-one support from a Teaching Assistant outside of the classroom;
- Referral to the EMS team – see below;

- Additional access to the Learning Support Base (for example, as a quiet area for students requiring additional reassurance);
- Mentoring sessions for some students, focusing on communication/social issues;
- Additional access to ICT;
- ICT based programmes to improve specific skills e.g. reading, spelling;
- Small group interventions, e.g. for handwriting;
- Provision of access arrangements in assessments and exams – students may be offered additional time and/or support (e.g. a reader or scribe);
- Inclusion on the SEN register – regular review meetings (to include parents / carers, student and the SENCo) to assess achievement and set targets - information is summarised in Individual Provision Maps;
- Involvement of external agencies (eg speech and language therapists, educational psychologists, parent support advisors, enhanced mainstream schools for specific learning difficulties, communication and interaction and behavioural and emotional difficulties, specialist teachers for hearing and visually impaired young people);
- Health care plans and support provided e.g. with medication for students with specific medical needs;
- Multi-skills course for students to target physical co-ordination skills;
- Tutors and pastoral managers provide emotional and behavioural support for students. Pastoral managers may also involve external agencies if concerns require more specialised support.

Additional and different support aims to enhance student progress and build their confidence and independence. Parents / carers and students who are receiving such support will be informed of:

- the nature and intended outcomes of the intervention
- the timing and frequency of intervention
- where and by whom it will be delivered
- how the intervention will relate to and support learning in the classroom
- how the intervention will be monitored to make sure it is helping the student to make accelerated progress.

Richmond School is an Enhanced Mainstream School for Specific Learning Difficulties. This means that we have a specialist team based at the School who can offer additional expertise and support for students with learning difficulties such as dyslexia, dyspraxia or dyscalculia. We are also able to access support from other local schools with EMS status in other fields (communication and interaction, and behavioural and emotional difficulties).

## **8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?**

Where possible, all students access a broad and balanced curriculum and have opportunities to develop their personal skills and confidence through a choice of extra-curricular activities. Staff follow the [Whole School Provision Map](#) incorporating appropriate strategies into their planning so that all students can participate and make progress. For students with SEND, we endeavour to make as many such opportunities as possible accessible, making adaptations to the curriculum and environment as appropriate.

The school building is accessible to students with physical disabilities. There are ramps and lifts to aid movement around site, as well as disabled toilets and a 'hygiene room.'

The Learning Support department has a suite of rooms used for additional interventions (see above). We also have a 'Quiet room' which can be accessed by students who need a calm environment. This can be important for students with Autistic Spectrum Condition (ASC).

The school's Learning Centre is a separate building which allows some students to benefit from a more flexible timetable, if needed.

When necessary, we seek advice from other professionals, such as specialist teachers and health professionals so as to make the necessary adaptations to meet the needs of all students, especially when students are new to the school. Information received from students, parents / carers and previous schools are also vital.

Teaching and pastoral staff are kept informed of appropriate adaptations to benefit students. Liaison between the Learning Support department and other staff plays an important part in ensuring that students receive the support they need on a consistent basis.

Some Teaching Assistants have specific qualifications and specialisms, eg in supporting students with ASC, dyslexia or with visual impairments. Teaching Assistants have access to appropriate training to ensure we are able to provide effective support for students with a wide range of needs.

Teaching Assistant support in lessons and during other school activities, including visits, is often a key factor in ensuring that students with SEND can participate in a safe and supported manner. Some students also access additional supervision at break and lunchtimes.

Some students benefit from additional access to IT. Laptops are available to borrow from Learning Support and many departments. The school has access to a range of assistive software packages such as 'Read Write Gold' to assist student who may have issues with reading and/or written work.

Some students are identified as needing access arrangements (additional support in assessments / exams) so that they can perform to their full potential.

Some students with a high level of need may require a health care plan and/or a risk assessment.

Students may follow a personalised timetable if this is felt by all concerned to be appropriate. Some access college courses or additional work experience.

**9. What sort of expertise for supporting children and young people with SEN do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEN is current? How do you access and secure further specialist expertise?**

The School's Learning Support Department is large and well resourced, consisting of a team of well-qualified and highly motivated teaching assistants, HLTAs, two specialist teachers (Literacy and Maths), a SENCo (Special Educational Needs Co-ordinator) and an Assistant Headteacher (Challenging the Gap).

The SENCo is completing the NASENCo qualification.

Staff have access to regular training to enable them to meet the needs of a range of SEND and specific training is arranged for both teachers and teaching assistants as necessary.

The school has access to SEN funding which is used to cater for a range of needs. If a student has particular needs which may require additional funding, specialist support from the Local Authority is sought promptly.

#### **10. How do you evaluate the effectiveness of the provision made for children and young people with SEN**

The progress and attainment of all students is carefully monitored and reported to parents / carers on a regular basis, as described in section 2 above.

Quality First Teaching – the teaching that goes on in all lessons - is evaluated regularly by the Senior Leadership Team.

For students accessing additional and different provision/interventions, the school carefully monitors the impact through a variety of methods, such as: measuring how the intervention accelerated progress over a given time, the impact on self-confidence, behaviour etc.

Expected impacts for interventions and how these will be measured are discussed at planning and review meetings, which should ideally involve both the student and parents / carers. Individual Provision Maps (IPMs) are used to record this information

The school regularly evaluates the impact of all interventions and whether they have a strong evidence base of effectiveness.

#### **11. How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?**

The school's mission statement refers to 'maximising the academic and personal potential of every individual.' We use our best endeavours to ensure that students can participate fully in all activities, regardless of need. This includes access to trips and other extra-curricular activities as well as representation in positions of responsibility within school. Adaptations to the curriculum and learning environment (section 8) are designed to facilitate this. However, the school welcomes communication from students and parents / carers so that individual situations can be looked at, if there is a concern.

#### **12. How do you support children and young people with SEN to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.**

Pastoral Managers, Tutors and Learning Support staff liaise closely and adopt a joint approach to supporting students' emotional and social development, as appropriate.

Small group intervention work focusing on communication skills have proved a successful approach in Key Stage 3.

Mentoring for students with ASC or ASC tendencies gives selected students support in developing socially. Access to the 'Quiet room' in the Learning Support base also allows such students to socialise in a safe environment.

Additional mentoring takes place with selected students during morning guidance times to offer them support and the possibility to talk over any concerns with a teacher or teaching assistant.

Access to alternative provision allows some students to access support from a range of external sources such as Mowbray School, the Clervaux Trust and the Enhanced Mainstream School for Communication and Interaction (based at Bedale School). Advice is sought from external bodies as appropriate to meet an individual student's needs.

Referrals are made to request support from other professionals eg Educational Psychologist as appropriate.

Pastoral staff have the overview of all students' wellbeing and liaise with parents / carers and external agencies to support students who may be encountering anxiety or emotional issues. There is regular and formal liaison between pastoral staff and the SENCo so as to assess whether any students in this situation may also have SEND needs and to agree appropriate action if so.

**13. How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?**

The Local Authority offers a range of specialist support and outreach services, including educational psychologists and local enhanced mainstream schools, to help schools to deliver appropriate support and interventions, We also have access to other specialists such as speech and language therapists. Parents / carers are always consulted if it is felt that referral to such a service may be appropriate to support a student. A referral can only go ahead with parental consent.

**14. What are the arrangements for handling complaints from parents / carers of children with SEN about the provision made at the school**

If you have any concerns relating to SEND provision, please contact the relevant member of staff by email or telephone (tel. 01748 850111) or Liz Merckx (SENCo) at [emerckx@richmondschool.net](mailto:emerckx@richmondschool.net) If your concern is not resolved to your satisfaction, please contact Emma Dunwoodie, Assistant Headteacher at [edunwoodie@richmondschool.net](mailto:edunwoodie@richmondschool.net) If necessary, see the school's complaints policy which is available on the website.