



RICKMANSWORTH SCHOOL

SEND Information Report 2019-20

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Version Author:	Mrs Jodie Gillard
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Aims of the SEN Information Report

Our SEN information report aims to:

- Set out how our school will support and make provision for students with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for students with SEN

A copy of this document will be made available on the school website.

Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the SEN information report

Definitions

A student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Review Process

This document will be reviewed in accordance with our policy review process on a yearly basis or on the introduction of new or amended relevant legislation.



Tony Walker
CHAIR OF GOVERNORS



Matthew Fletcher
HEADTEACHER

The SEND information report

Admission arrangements for students with SEN or disabilities

Rickmansworth School adheres to the SEN Code of Practice 0 to 25 years (January 2015), which states:

“The School Admissions Code of Practice requires children and young people with SEND to be treated fairly.”

The equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability.

If a child’s parents or a young person makes a request to attend Rickmansworth School and they have an EHCP, the local authority and school must comply with that request unless:

- It would be unsuitable for the age, ability, aptitude or SEND of the child or young person.
- The attendance of the child or young person there would be incompatible with the efficient education of others or the efficient use of resources .

The kinds of SEND that are provided for at Rickmansworth School

At Rickmansworth School we believe that each young person can reach their potential despite their needs. Rickmansworth School currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder and speech and language difficulties
- Cognition and learning, for example, dyslexia and 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 and processing difficulties.

Identifying students with SEND

- The SEN Code of Practice states that “Identification should include high quality formative assessment and a strong evidence based approach.”
- Students take Cognitive Abilities Tests in year 7. They are also screened by the SENDCo for reading ability, reading comprehension, maths and spelling at the start of year 7. This information is then used to identify those students who require additional intervention.

- Students are referred by staff throughout the year and, sometimes, by parents. The SENDCo will then assess the student to determine need.
- Students are assessed before and after interventions to assess impact.
- The number of students with social, emotional and mental health issues has increased considerably over recent years. We have a number of counsellors and therapists to whom students can be referred. Students, staff and parents may speak to the SENDCo who will then make a referral. The DoLs and their deputies have received Mental Health First Aid training.
- Students are assessed by the SENDCo in year 9 to see if they meet the requirements for Access Arrangements (extra time, reader etc.) at GCSE and an application is made to the JCQ. The same process is repeated in year 12 for A levels.
- Students from all year groups are referred for assessment by staff and parents throughout the year.

Consulting and involving students and parents

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

- Everyone develops a good understanding of the student'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 student will receive SEN support.

The SENDCo attends every parents evening and will request to meet every student with an EHCP/SEN Support to discuss their child's progress and targets for the year.

Assessing and reviewing students' progress towards outcomes

Progress is continually monitored by subject teachers, Heads of Department, Directors of Learning and the SENDCo.

Student attainment is tracked using whole school tracking systems and those that are not making expected levels of progress will be identified so that a plan can be put in place to support the students.

Support will follow the graduated approach and the four-part cycle of assess, plan, do, review. APDR is used to ascertain the level of support required and to monitor the impact of interventions. Students will be removed from SEN support if they have made sufficient progress, hence numbers of students receiving SEN support fluctuates throughout the year.

Where the student has an EHCP, it will be formally reviewed at an annual review with parents and the young person. Our aim is for the reviews to be child centred and so they feel part of the process.

Where progress is not being made, additional support and further differentiated teaching will be put in place. If a special education need is identified, parents will be informed and their partnership sought.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

Supporting students moving between phases (transition) and preparing for adulthood

We recognise that transition can be very difficult for children and young people and particularly for those with some aspects of SEND. We therefore take the following steps to make it as smooth as possible:

Transition from Primary School (KS2-3)

- Contact made with the previous schools' SENDCOs
- Records gained from previous schools.
- All children invited to a transition day. Additional transition visits offerent to those that need it. (This was not possible to its full extent in 2020 due to Covid-19 restrictions) but those students requesting a visit were still offered one and conducted tours of there with the SENDCo.
- In some cases the SENDCo or Head of 7/transition will visit primary school and meet individuals.
- We ask to be invited to the EHCP review for year 6 students
- Parents of year 7 students are contacted in September.
- Early parents evening for year 7 - attended by the SENDCo.

Transition from KS3 to KS4 (GCSE Options)

- Options choices will be discussed with year 9 students to ensure the best pathway for them.
- There is an Options Evening for all parents - the SENDCo is in attendance for discussions.
- Year 9 parents evening also supports options discussions.
- Students with an EHCP will discuss options at the annual review.

Transition from KS4 to KS5 (Sixth Form/College/Training Options)

- Options choices will be discussed with year 11 students to ensure the best pathway for them.
- There is an Options Evening for all parents - the SENDCo is in attendance for discussions.
- Careers guidance is available.
- Students are assisted with considering college courses and open days.
- Students with an EHCP will discuss options at the annual review.

Transition from KS5 to further study/employment

- Year 12 destinations day provide information on options after Rickmansworth.
- Students are supported in considering university open days.
- Help and support is offered with the UCAS application process. A Higher Ed tutor will be allocated.
- Students with an EHCP will discuss options at the annual review.

Our approach to teaching students with SEN

Teachers are responsible and accountable for the progress and development of all the students in their class. The majority of students with SEND will have their needs met within the classroom through Quality First Teaching as specified by the SEN Code of Practice (2014). High quality, differentiated teaching is the first step in responding to students with SEN.

Students in the SEN support (K) category are those who are receiving something additional to or different from that which is offered to the rest of the cohort. These students may receive:

Cognition and Learning	Communication and Interaction	Social, emotional and mental Health difficulties	Sensory and or Physical needs
<ul style="list-style-type: none"> • 1:1 or small group support sessions. • In-class support • Paired reading/maths • Toe by Toe intervention. • Literacy catch-up. • Support from an external agency • Counselling/mentoring • 6th form support • ICT provision • Exam access arrangements 	<ul style="list-style-type: none"> • 1:1 or small group support sessions. • In-class support • SALT referral • Support from an external agency • Counselling/mentoring • 6th form support • ICT provision • Exam access arrangements • SEND department open at lunchtime • Homework club 	<ul style="list-style-type: none"> • Individual behaviour plan • Time out green card • CAMHs referral • In-class support • Support from an external agency • Counselling/mentoring • 6th form support • ICT provision • Exam access arrangements • SEND department open at lunchtime • Homework club 	<ul style="list-style-type: none"> • In-class support • Support from an external agency • Counselling/mentoring • ICT provision • Exam access arrangements • Specialist equipment • Accessible toilets • Medical support plan • Enlarged print • Seating arrangements

<ul style="list-style-type: none"> • SEND department open at lunchtime • Homework club • Reading pens • Overlays 	<ul style="list-style-type: none"> • Visual timetables/social stories 		
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Depending on need, provision may progress to alternative provision or a modified timetable as appropriate.

Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all students 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, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning

LSAs

We have four learning support assistants who are trained to deliver interventions such as literacy and numeracy interventions as well as supporting students in lessons.

External Agencies

We work with the following agencies to provide support for students with SEN.

Many of these now come under Integrated Services for Learning (ISL). The Educational Psychology Service now operates a needs-led consultation approach and rarely does individual assessments.

The Speech and Language Therapy (SALT) Team now adopt a three-tier approach to their provision. We currently receive support from the HI and VI teams.

Evaluating the effectiveness of SEN provision

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

- Reviewing students' individual progress towards their goals each term.
- Using student voice questionnaires.
- Holding annual reviews for students with EHC plans.

- Progress is monitored by SENDCo after every 'data drop' and discussed at line-management meetings.
- All interventions are monitored regularly to assess impact and are modified accordingly.

Enabling students 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 students, including our before-and after-school clubs.
- All students are encouraged to go on our residential trip(s).
- All students are encouraged to take part in sports day/school productions/special workshops, etc.
- No student is ever excluded from taking part in these activities because of their SEN or disability.
- Where necessary a risk assessment will be carried out to ensure safety is not compromised.

Support for improving emotional and social development

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

- The students' form tutor is the first port of call for pastoral needs. If further support is required the form tutor liaises with the SENDCo and the Director of Learning (head of year) for further advice.
- Students with SEN are provided with a 'quiet space' at lunchtimes in ML110 if they need it.
- Students with SEN are also encouraged to be part of extracurricular clubs to promote teamwork/building friendships etc.
- Attendance is centrally monitored and raised with the SENDCo and Director of Learning as necessary.

Rickmansworth School has a zero tolerance approach to bullying. A bullying incident has a sanction of a one day fixed term exclusion or more. Parents who believe their child is being bullied should immediately contact the relevant form tutor, Director of Learning of the SENDCo.

Further Information and Complaints about SEN provision

Further information can be sought from the following contacts.

SENDCo - Mrs Jodie Gillard - senco@rickmansworth.herts.sch.uk

Head Teacher - Matthew Fletcher

Complaints from parents of children with SEND about the provision made at the school can be made in accordance with the school's complaints procedure which is available to read on the school website.

The local authority local offer

This report should be read in conjunction with the Hertfordshire Local Offer ([The Hertfordshire Local Offer](#)), Rickmansworth School SEND Policy, School Accessibility Plan, Safeguarding and Child Protection Policy and Behaviour Policy, all of which can be read on the school website or are available on request.

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour for Learning
- Disability Policy for Exams
- SEND Access Arrangements Policy
- SEND Policy
- Supporting students with medical conditions Policy
- Teaching and Learning Policy