

Robert May's School SEND Information Report

Contents:

Introduction

Section 1 – About the School.

Section 2 - Identifying Need.

Section 3 - Policies and Reporting Process.

Section 4 - The Learning Support Assistants and the Departments.

Section 5 - Facilities for Students with Disability.

Section 6 - Involving Parents.

Section 7 - Transition.

Section 8 - Contact and Complaints.

Section 9 - The Local Authority.

Appendix A – Abbreviations and Acronyms.

Introduction

What is the SEND Information Report?

The Children and Families Act (2014) requires the Local Authority to publish information on services and provision across education, health and social care for children and young people aged 0-25 with special education needs and/or disabilities (SEND).

The purpose of the Local Offer and the School SEND Information Reports is to enable parents and carers to see what services are available to children with SEND in their area and how to assess these. The information here forms our SEND Information Report.

1. About the School.

Robert May's School is larger than the average-sized secondary school with 1,200 students. The school converted to an academy in May 2012. The current Headteacher is Mrs J West. The school is a comprehensive school with a wide and diverse catchment area covering the Hart district in North-East Hampshire. The school's motto is "Excellence every day with learning at the centre of all that we do". Our aim is to offer students in the district the best possible educational opportunities and enable them not only to improve their own life chances, but to help others to do so too. In addition to the mainstream Learning Support Department the school has a specialist Resourced Provision for 12 students with autistic spectrum disorder (ASD). The Resourced Provision has a separate admissions criteria and protocol which can be found in our Admissions' Policy and in the Resourced Provision department area of our website. The main admissions criteria can be found on the school website.

Robert May's School has an inclusive ethos and aims to follow a traditional curriculum for all on roll. Students entering in Year 7 are put into tutor groups of 30 students and will be taught as tutor groups throughout Year 7. In Year 8 class groups remain at 30 plus, although in Years 9, 10 and 11 we are able to create groups of approximately 26. We teach students in mixed ability groups throughout their education at Robert May's School with the exception of Maths and Science.

The Learning Support Department and the Resourced Provision are over-seen by the SENCO, Mrs M Hobson, who work closely with a member of the Senior Management team, Mrs L Chaplin. Mrs Chaplin has passed the SENCO Accreditation. She will received her certificate in October 2014.

The Learning Support Department has 2 Coordinators of Learning Support (operating a job share), Mrs V Scarbrow and Mrs C Hamblin. Mrs M Hobson is the manager of the Resourced Provision.

Currently we have 14 Learning Support Assistants working in the mainstream Learning Support Department and 8 Learning Support Assistants working in the Resourced Provision. Within the structure of the Learning Support Department there are two designated and trained Emotional Literacy Support Assistants (ELSAs), Exams Coordinator and a Specialist Teacher (for Access Arrangements).

2. Identifying Need.

The Learning Support Department works with the Local Authority in identifying the needs of students with Special Educational Needs and Disabilities (SEND) who may need a Statement or Educational Health Care Plan (EHC Plan). If a student has been awarded a Statement of SEND (or an EHC Plan) then the needs identified in that Statutory Assessment documentation are met through in class support which compliments the Quality First Teaching (QFT) of the classroom teacher. All students in the ASD Resourced Provision must have a Statement of SEND and these students attend 95% of mainstream lessons.

Students without a Statement (or EHC Plan) but who are recorded on the Special Educational Needs (SEND) register identified as School Action or School Action Plus, prior to September 2014, are now identified by the school as needing SEND Support. The criteria for a student receiving this identification is outlined by the Code of Practice 2014 and we work with parents and students to recognise additional support a student may require in order to enable him/her to access the curriculum. SEND support is given by classroom teachers in the form of differentiation (of task, of text or of outcome). This is referred to as Quality First Teaching (QFT).

The Learning Support Department aids the teaching staff in matching teaching style to learning need by identifying the student and their specific and special educational need. This identification occurs through testing in school and using the Hampshire County Council (HCC) guidance concerning standardised testing, and through reports and accounts from external agencies, where they are involved.

Students are tested on entering Robert May's School to establish whether they will require SEND support from teachers, and standardised testing occurs at the start of Year 7, as does Cognitive Ability Testing (CATs). Other tests are used for some students to identify specific needs and/or intervention, including small group literacy work and/or Access Arrangement. We also work with primary schools and information from parents to help assess students' needs. A range of different tests are used to establish need and these are used throughout a student's time at RMS. These include:

- The Edinburgh Reading Test 4, NGRT Assessment 3A/3B,
- Vernon reading tests
- Hodder Oral Reading
- Allcock Assessment

The Learning Support Department has a close working relationship with Mr A Mogford, SEND Governor (Local Authority Governor/ Parent at the school) who has extensive knowledge and expertise in the field of SEND. Annual meetings between Mr Mogford and Mrs Chaplin occur as part of the Governor's work with the school and informal meetings take place when needed. The Resourced Provision also works closely with a named Governor, Mrs J Jones.

In addition to the Governing Body, we also work closely with Educational Psychologists, the Helen Arkell Centre (Dyslexia), Specialist Teacher Advisors for Hearing Impairment, Visual Impairment and Communication and Language (speech and language therapists), occupational therapists and Child and Adult Mental Health Services (CAMHs). Further we involve an Occupational Therapist and Stress/anxiety management therapist in the Resourced Provision.

3. School Policies and Reporting Progress.

The school has a detailed and robust SEND Policy which is reviewed annually. Following guidance from Hampshire County Council this will be amended to meet the requirements of the Children and Families Act, 2014.

Twice a year the school collects data relating to students' progress for all students and reports this to parents. This enables teachers, Heads of Department and Senior Teachers to track progress of SEND students.

Students with a Statement or EHC Plan also have their data collected and reviewed in line with their Annual Review meetings and the findings shared with parents. In addition there is one formal Parents' Evening a year for Students in Years 8-11 and two Parents' Evenings in Year 7. During these meetings with teaching staff, progress is reported and discussed.

With students who receive some small group intervention for spelling and reading support testing occurs at the start of the process and the end to measure double ratio gain. Teaching staff are notified of scores in order to amend and adjust their differentiated work. Support for students with SEND who have a statement/EHC Plan is met through Learning Support Assistants' intervention and guidance, in class, supporting the teacher in delivering Quality First Teaching (QFT). Support for students identified as SEND Support is met through QFT. Learning Support Assistants from both the mainstream Learning Support Department and the Resourced Provision work with all students across all year groups in all subjects and therefore each student with a statement or EHC Plan will work with a number of different Learning Support Assistants.

4. Learning Support Assistants and The Departments.

Mrs Hobson, as SENCO receives regular training from Hampshire County Council regarding the role and the requirements and this is passed to Mrs Hobson, Mrs Scarbrow and Mrs Hamblin, who in turn cascade to the Learning Support Assistants during the extended registration period on a Wednesday. Our Learning Support Department and the Resourced Provision use the time to ensure they are up to date with new guidance from HCC as well as discussing students and progress. Regular department meetings also take place to facilitate this, and time is given to this in some whole-staff INSET days.

Mrs Scarbrow, Mrs Hamblin and Mrs Hobson are all members of local groups of professionals and meet regularly with Heads of Learning Support or Resourced Provision to discuss protocol. Mrs Hobson works as Liaison coordinator for other Resourced Provision managers' meetings during which consistency and good practice are shared and assessed.

Whole staff training occurs through in school working parties referred to as Teaching and Learning Groups and whole School INSET.

Learning Support Assistants are encouraged to participate in training in order to provide appropriate support to students and in order to meet the needs of the students. Training is given to all new teaching and support staff at the start of the autumn term regarding the needs of students with a statement, both in the mainstream element of the school and Resourced Provision. Mrs Scarbrow, Mrs Hamblin and Mrs Hobson each pass on relevant information regularly and provide relevant training to staff when required.

5. Facilities for Students with Disabilities

The school was originally built in 1974 for 670 students and over time has increased in size to 1,200. Some doors have been built in order to enable wheelchair access and there are disabled toilets in the Maths and in the Science block. Disabled parking bays are designated in the car park for parents and/or staff with mobility difficulties.

To support students with visual impairment all 'edges' have been improved to meet visual needs and we work with Mrs V Lucas, Specialist Teacher Adviser: Visual Impairment (VI), to ensure that VI students can be safe in the environment.

For hearing impaired students we are able to use the Hearing Loops, if required. In addition the purpose-built Resourced Provision, (built for 12 students with a Statement of Asperger's/ASD) has low noise lighting and air circulation unit to minimise noise and ensure those students with heightened hearing sensitivity are catered for.

The Learning Support Department has discrete classrooms which have a small number of computers available in order to support students withdrawn for literacy intervention work. These rooms are also used to support some students at break time.

The Resourced Provision has two rooms used for teaching and independent work. The students in the Resourced Provision have their own locker and PE kit storage in this area. All students have an individual laptop allocated and stored in the Resourced Provision.

6. Involving Parents

We believe that every child matters and we believe all students should be treated equally and fairly. (Please refer to our Robert May's School Equalities Policy (including Equalities Information and Objectives) which is available on our website.)

We look to work closely with all our parents and this starts with Open Evening, to which all prospective parents are invited in the June of Year 5. This is followed by Year 6 information Evenings and Open Mornings. Routine Parents Evenings occur for each Year group (7 – 11) with an additional Tutor Evening for Year 7 during the first term.

Parents of students with a Statement of SEND (or EHC plan) will, naturally, receive these opportunities to meet with teachers and tutors and of course will be invited to an Annual Review. Outside of the calendared meetings we do meet with, and liaise with parents frequently as needed.

During Year 9 parents and students are invited to a 1:1 meeting with a Senior teacher or Head of Year to discuss option choices. Students with a Statement or EHC Plan are also joined at this time by a member of the Learning Support Department or Resourced Provision.

In Year 11 all students and parents are invited to a 1:1 meeting with a Senior teacher or Head of Year to discuss preparing for the examinations and leaving the school.

Student Voice (SV) is a key focus of the school as evidenced by the homework diary which outlines our intention. Heads of Department are encouraged to hold SV meetings to seek views of students regarding the curriculum.

Students with a Statement or EHC Plan, of course, have their views sought for the Annual Review and parents, also, submit their thoughts.

There is a home school link book for each Resourced Provision student which is written in every day.

Parents are able to e-mail, telephone or make appointments to meet with the Manager of the Resourced Provision or with The Head of Learning Support and/or SENCo.

7. Transition

Any Student joining us in Year 7 will be part of a transition programme during Year 6. For students with SEND our primary schools are asked to invite Mrs Scarbrow/Mrs Hamblin or Mrs Hobson to the Year 6 Annual Review in order to discuss transition to Robert May's School. All Year 6 students offered a place at RMS are invited to an induction day where they can have sample lessons, meet other students and explore the school site. Transition meetings start at the latest in the early Spring Term for Resourced Provision students. This involves visits to schools and joint working with Learning Support Assistants from both localities. Transition is personalised for each Resourced Provision student's needs.

Students with very specific needs, a Statement (or EHC Plan) of SEND are offered additional opportunities to visit the school and meet members of the Learning Support Department prior to starting.

Transition meetings with both feeder and non-feeder schools for not only Statemented students but those who are on the register as SEND students occur during Year 6. This includes attending Inclusion Partnership Agreement (IPA) meetings.

In Year 9 the Annual Review incorporates a transition aspect in addition to the 1:1 meeting with a senior teacher (to which every student is invited). The Head of Careers and Careers Provision attends this Annual Review to explain the process of careers education in Year 10, as does Mrs T McGill from the Local Authority SEND Team.

At the Year 10 Annual Review a focus is given to moving on to college and suggested pathways. Again, the Head of Careers and Careers Provision attends to offer expertise and advice.

In Year 11 we work closely with students and colleges in order to assist with selecting the correct provision and course.

8. Contact and Complaints.

Parents and carers are encouraged to use the tutor or the Head of Year as the first point of contact about general concerns or pastoral matters. Queries about specific lessons should be made with the class teacher or relevant Head of Department whilst specific questions relating to SEND should be passed to Mrs Scarbrow/Mrs Hamblin for a student supported through the mainstream Learning Support Department, and Mrs Hobson for students supported through the Resourced Provision.

If, in the unusual event that a parent wishes to make a complaint about matters linked to the provision for students with SEND then these should be addressed to Mrs Hobson, SENCO, or Mrs Chaplin, Assistant Headteacher. More serious matters can, of course, be referred to Mr A Mogford, SEND Governor, or, indeed, the Headteacher, Mrs J West.

Further information about complaints can be found in our Complaints Policy and Procedure which is found on our website.

9. The Local Authority

Although Robert May's School is an Academy the SEND provision is governed by Hampshire County Council and current education legislation.

Further information about Hampshire's Local Offer can be found at:
http://www.hampshirelocaloffer.info/en/Main_Page

Appendix A

Abbreviations and Acronyms in Education

ADD/ADHD	Attention Deficit Disorder / Attention Deficit Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
CAMHS	Child and Adult Mental Health Services
CATs	Cognitive Ability Testing
CoP	Code of Practice
CPD	Continued Professional Development (training)
EHC Plan	Educational Health Care Plan
ELSA	Emotional Literacy Support Assistant
EP	Education Psychologist
G&T	Gifted & Talented
HI	Hearing Impaired
IEP	Individual Education Plan
IPA	Inclusion Partnership Agreement
LAC	Looked After Child
LSA	Learning Support Assistant
MLD	Moderate Learning Difficulties
ODD	Oppositional Defiant Disorder
OT	Occupational Therapy
QFT	Quality First Teaching
RP	Resource Provision
SA	School Action
SA+	School Action Plus
SAL/SLT	Speech and Language Therapy
SEN	Special Educational Needs
SEN S	Special Educational Need Support
SENCo	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disability
SLCN	Speech, Language and Communication Needs
SLD	Severe Learning Difficulties
SpLD	Specific Learning Difficulties
VI	Visually Impaired