

Robert May's School SEN Information Report

Robert May's School – Excellence Every Day

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Introduction- What is the SEN Information Report?

The Children and Families Act (2014) requires the Local Authority to publish information on services and provisions 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 SEN 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 SEN Information Report.

1. About the School.

Robert May's School is larger than the average-sized secondary school with 1,240 students. The school converted to an academy in May 2012 and the Headteacher, Mrs J West, took post in April 2013.

The school is a true comprehensive school with a wide and diverse catchment area. In addition to the mainstream Learning Support Department, now known as the HUBL (Help, Understanding and Building Links), the school has a specialist Resourced Provision for 12 students with autistic spectrum condition (ASC). 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 also 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 Year 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 HUBL and the Resourced Provision are over-seen by the SENDCO.

2. Identifying Need.

The HUBL department works with the Local Authority in identifying the needs of students with Special Educational Needs and Disabilities (SEND) who may need a Educational Health Care Plan (EHC Plan). If a student has been awarded 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 Resourced Provision must have an EHCP and these students attend 85-90% of mainstream lessons.

Students without an EHC Plan, but recorded on the Special Educational Needs (SEN) are now identified by the school as needing SEN Support. The criteria for a student receiving this identification is outlined by the Code of Practice (updated January 2015). We work with teachers, students and parents to recognise additional support that a student may require in order to enable him/her to access the curriculum. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. The differentiation tasks maybe through alternative tasks, differentiated texts or by outcome and is referred to as Quality First Teaching (QFT). Together the teachers and LSAs plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The HUBL department aid 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 SEN 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 Lucid Screening test
- Single Word Reading test (SWRT)
- Single Word Spelling test (SWST)
- The Edinburgh Reading Test 4, NGRT Assessment 3A/3B,

The HUBL department and the Resourced Provision has a close working relationship with the SEN Governor. Annual meetings between the Governor and

the Senior Leadership Team occur as part of the Governor work with the school and informal meetings take place when needed.

In addition to the Governing Body, we also work closely with Hampshire Educational Psychologist Services (for which we have a Service Level agreement) plus involvement with Independent Psychologists; the Helen Arkell Centre (Dyslexia), Specialist Teacher Advisors for Hearing Impairment; Visual Impairment; Communication and Language (speech and language therapists); Occupational Therapists and Child and Adult Mental Health Services (CAMHs).

3. School Policies and Reporting Progress.

The school has a detailed and robust SEN Policy which is reviewed annually. We also follow the guidance from Hampshire County Council in accordance with the Children and Families Act.

Twice a year the school collects data relating to students' progress which is reported to parents. This enables teachers, the SENDCo, Heads of Department and Senior Teachers to track progress of SEN students. The impact and quality of the support and interventions is evaluated, along with the views of the pupil and their parents. This plan, do, assess, review process addresses any changes to support and outcome in light of the pupil's progress and development at the time of the review.

Students with an 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.

4. The Learning Support Assistants and the departments.

Support for students with SEN who have an EHC Plan is met through Quality First teaching in close liaison with the LSAs. The LSAs work with all SEN students across all year groups in all subjects.

The SENDCO receives regular training from Hampshire County Council regarding the role and the requirements and this is passed to the team during department meeting times. Regular department meetings also take place to facilitate further training as well as on the INSET days.

The SENDCo is a member of local SEN groups of professionals and meets regularly with Heads of Learning Support and Resourced Provision Managers to discuss SEN developments; evaluate policies and procedures and gain further training. The SENDCo 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 an EHCP, both in the mainstream element of the school and Resourced Provision. The SENDCo passes on relevant information regularly and provides relevant training to staff when require.

5. Facilities for students with disability.

The school was originally built 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 is a disabled toilet purpose built 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 a 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. For students of a smaller stature or disability the school have some 'rise and fall' tables and booster seats and footstools.

The HUBL 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 before school and at break times and also to offer Nurture groups and Social Skills lessons.

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 an EHCP likewise meet with teachers and form tutors where they have the opportunity to discuss the impact and quality of the support and interventions before planning next the steps at the Annual Review.

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.

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

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) (often know as Student Council- SC) 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/SC meetings to seek views of students regarding the curriculum and in the Resourced Provision there is a monthly meeting where all students are invited to contribute to the agenda and discuss matters arising.

There is a home school link book for each Resourced Provision student which is written in every day and the more delicate concerns are addressed through a Resourced Provision e-mail.

Parents are able to e-mail, telephone or make appointments to meet with the Manager of the Resourced Provision or SENDCo or with the either of the team leaders.

7. Transition

Any student joining us in Year 7 will be part of a transition programme during Year 6. For students with SEND the primary schools are asked to invite the SENDCo to the Years 5 and 6 Annual Reviews in order for us to discuss the 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 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. Transition meetings with both feeder and non-feeder schools occur during Year 6. This includes attending Inclusion Partnership Agreement (IPA) meetings.

Students with very specific needs, the vulnerable and those with an EHCP are offered additional opportunities to visit the school and meet members of the HUBL prior to starting.

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.

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 courses and give them support in the familiarisation days at their choice of college.

8. Contact and Complaints.

Contacting a Secondary School can be confusing: parents 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 the SENDCo.

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 the Senior Management Team. More serious matters can, of course, be referred to the SEND Governor, or, indeed, the Headteacher, Mrs J West.

Further information about complaints can be found in our Complaints Policy and Procedure 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.

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 / ASC	Autistic Spectrum Disorder / Autistic Spectrum Condition
CAMHS	Child and Adult Mental Health Services
CATs	Cognitive Ability Testing
CoP	Code of Practice
CP	Child Protection
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
MSI	Multiple Sensory Impairment
ODD	Oppositional Defiant Disorder
OT	Occupational Therapy
QFT	Quality First Teaching
PD	Physical disability
PMLD	Profound and Multiple Learning Difficulties
RP	Resourced Provision
SA	School Action
SA+	School Action Plus
SAL/SLT	Speech and Language Therapy
SEMH	Social, Emotional and Mental Health
SEN	Special Educational Needs
SEN S	Special Educational Need Support
SENDCo	Special Educational Needs and Disabilities 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