

Robert May's School SEND Information Report

Robert May's School – a community seeking excellence for all

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Introduction- What is the SEND 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 Robert May's School SEND Information Report.

1. About the School.

Robert May's School is larger than the average-sized secondary school with 1,290 students. The school converted to an academy in May 2012 and the Headteacher, Mrs J West, retires in August 2021. The new Headteacher, Mrs Rea Mitchell, joins the school on 1st September 2021.

The school is a 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 who have an EHCP for autistic spectrum condition (ASC). The Resourced Provision has separate admissions criteria and protocols. Places in the Resourced Provision are funded by Hampshire County Council's SEND funding for EHCP holders. There is a separate admissions process for students who wish to apply for a place in the school's Resourced Provision. Please contact RP administrator Julie.Chapman@rmays.com for further details.

Robert May's School has an inclusive ethos and aims to follow a broad, balanced, exciting and engaging curriculum for all on roll. Students entering in Year 7 are put into tutor groups of

up to 30 students and will be taught as tutor groups throughout Year 7. In Year 8, class groups remain at 30, although in Year 9, 10 and 11 we are able to create groups that can average 22-26 in each class. 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 overseen by the Special Educational Needs Co-ordinator (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 an 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 around 90% of mainstream lessons.

Students without an EHC Plan, but recorded on the Special Educational Needs (SEN) register 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 (updated April 2020). We work with teachers, students and parents to recognise additional support that a student may require in order to enable him/her/them 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 may be 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. Both HUBL and RP colleagues work together with parents/carers to co-construct curriculum adaptations. As a result of this, all teachers are given a one-page profile of the individual student. This outlines their specific needs and advises on strategies to be used in the classroom to support learning.

HUBL department colleagues aid the teaching staff in matching teaching style to learning need by identifying the student and their specific and special educational need. This identification can also occur 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:

- Single Word Reading test (SWRT)
- Single Word Spelling test (SWST)
- The Edinburgh Reading Test 4, NGRT Assessment 3A/3B

Other tests/assessments are used for in depth investigations with students after Cause for Concerns are raised.

The SENDCo has a close working relationship with the SEND Trustee and they meet termly. Regular meetings between the Trustees and the Senior Leadership Team occur as part of the Trustees work with the school and informal meetings take place when needed. The Headteacher reports to the Trust Board termly with information and updates about the Resourced provision and the HUBL.

In addition to the Trust Board, 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 Interaction (speech and language therapists); Occupational Therapists and Child and Adult Mental Health Services (CAMHS).

3. School Policies and Reporting Progress to Parents/Carers.

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

Three times a year the school collects data relating to all students' progress which is reported to parents/carers. This enables teachers, the SENDCo, Heads of Department and Senior Teachers to track progress of SEND 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 Years 7 and 9. During these meetings with teaching staff, progress is reported and discussed.

4. Learning Support Assistants and Curriculum/Subject-specific engagement.

Support for students with SEND who have an EHC Plan is met through Quality First teaching in close liaison with the LSAs. The LSAs work with SEND 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 disseminated 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 SEND groups of professionals and meets regularly with Heads of Learning Support and Resourced Provision Managers to discuss SEND 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 (CPD) days.

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 required.

5. Facilities for students with disabilities.

The school was originally built for 670 students and over time has increased in size to 1,290. It is planned to have 1350 on roll by September 2023.

Some doors have been built in order to enable wheelchair access and there is a disabled toilet purpose-built in Maths, Invictus 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 an EHCP of high functioning Autism/Asperger's) has low-noise lighting and an 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 has 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 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 to co-construct the best possible provision, and this starts with Open Evenings, 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. Adaptations are made to in-person meetings by using online/remote resources, during the period of the pandemic.

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 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. Again, remote adaptations are used during the pandemic to facilitate these meetings.

Students with an 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 Council (SC) is a key focus of the school 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 sensitive concerns are addressed through a Resourced Provision e-mail. Parents are able to email, telephone or make appointments to meet with the Manager of the Resourced Provision or SENDCo or with either of the team leaders. Again, during the pandemic, where suitable and where both parties are comfortable, remote/digital methods are used to facilitate meetings.

7. Transition

Any student joining us in Year 7 will be part of a transition programme during Year 6 and this process has now begun to start from year 5. For students with SEND, their primary schools are asked to invite our SENDCo to 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 two induction days 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 settings. 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. The school's email address for all enquires is info@rmays.com. It is helpful if the name of

the student and the nature of the query is included in the heading, so that the message can be forwarded quickly.

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 SENDCo. More serious matters can, of course, be referred to the Headteacher, Mrs J West. If matters need to be escalated further they can be referred to the Chair of the Trust Board, Mrs Anna Rigby, % Robert May's School. At all times, complainants and the school are advised to attempt to resolve matters informally before invoking a formal procedure.

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

9. The Local Authority

Robert May's School is an Academy Trust school. SEND provision in the area, though, 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
ASC	Autistic Spectrum Condition
CAI	Communication and Interaction team
CAMHS	Child and Adolescent Mental Health Services
CATs	Cognitive Ability Testing
CIN	Child in Need
CLA	Child Looked After
CoP	Code of Practice
CP	Child Protection
CPD	Continued Professional Development (training)
EAL	English as an additional language
EFD	Executive functioning disorder
EHC	Plan Educational Health Care Plan
ELSA	Emotional Literacy Support Assistant

EP	Education Psychologist
FAS	Foetal alcohol syndrome
FEIPS	Framework for Enhanced Individual Pastoral Support
G&T	Gifted & Talented
GLD	Global learning delay
HI	Hearing Impaired
IEP	Individual Education Plan
IPA	Inclusion Partnership Agreement
LA	Local Authority
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
PDA	Pathological Demand Avoidance
PMLD	Profound and Multiple Learning Difficulties
PP	Pupil premium
PTSD	Post-traumatic stress disorder
RP	Resourced Provision
SAL/SLT	Speech and Language Therapy
SEMH	Social, Emotional and Mental Health
SEND	Special Educational Needs & Disabilities
SENDCo	Special Educational Needs and Disabilities Coordinator
SEN S	Special Educational Need Support
SENDCo	Special Educational Needs and Disabilities Coordinator
SEND	Special Educational Needs and Disability
SLCN	Speech, Language and Communication Needs
SLD	Severe Learning Difficulties

SM Selective mutism
SPDs Sensory processing disorders
SpLD Specific Learning Difficulties
TAF Team around the family
VI Visually Impaired

This report reviewed:	March-July 2021
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