



## Special Educational Need and Disability (SEND) Information Report

### St Richard Reynolds Catholic College

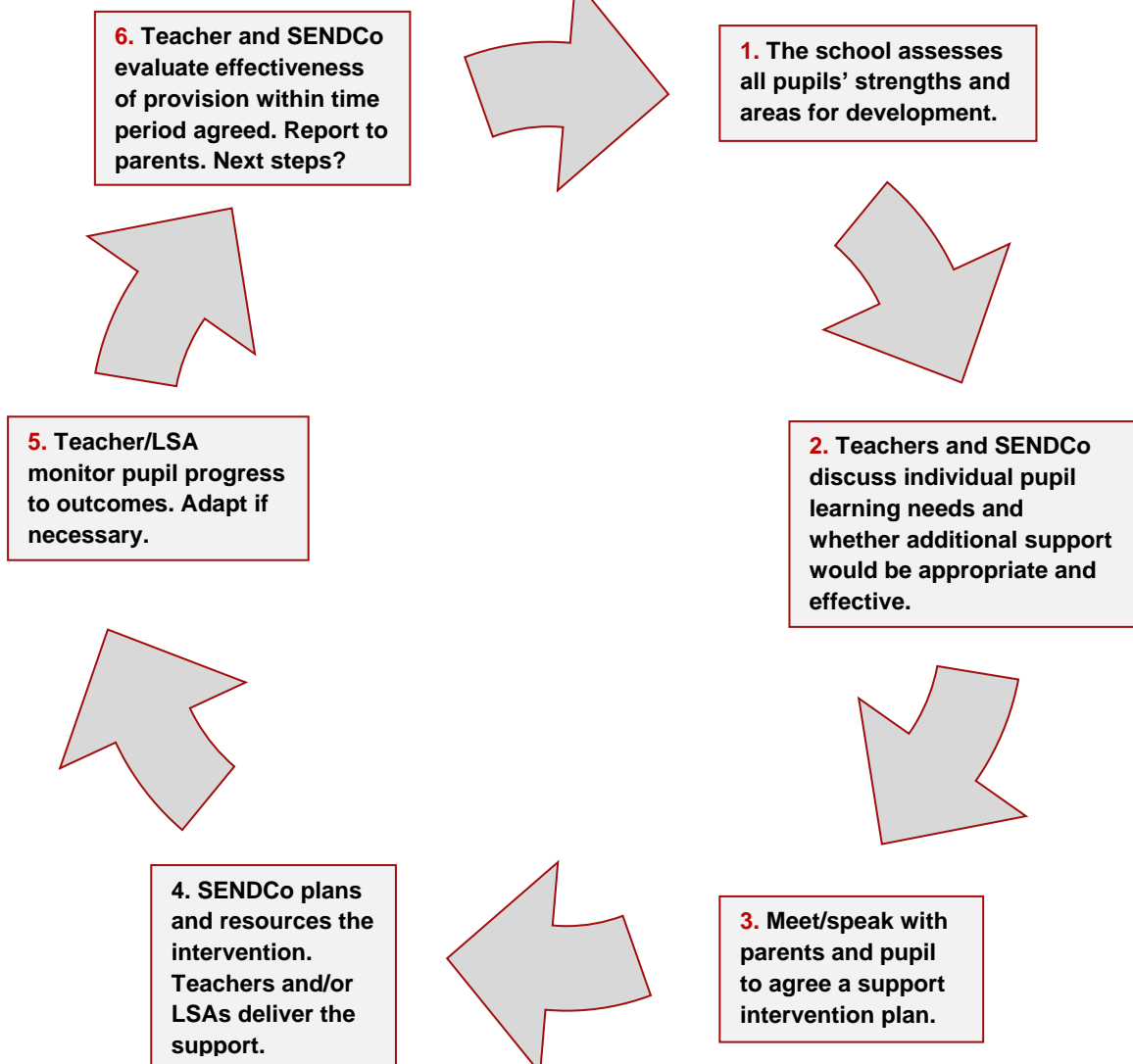
**Policy:** SEND Information Report

**Date of publication:** January 2022

Complies with SEN CoP 2014

*6.79 The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must 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 should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014.*

### A guide to St Richard Reynolds Catholic College SEND Interventions or Provision



## Questions and Answers

- 1. Who are the best people to talk to at St Richard Reynolds Catholic College about my child's difficulties with learning, special educational needs or disability?**
- 2. How will the school let me know if they have any concerns about my child's learning, special educational needs or disability?**
- 3. How will the school consider my views and those of my child with regard to her/his difficulties with learning, special educational needs or disabilities?**
- 4. How does St Richard Reynolds ensure the teaching staff is appropriately trained to support my child's special educational needs and/or disability?**
- 5. How will the curriculum and the school environment be matched to my child's needs?**
- 6. What types of support may be suitable and available for my child?**
- 7. How will you support my child to reach his/her learning goals?**
- 8. What is an EHC Plan and who can request one for one for my child?**
- 9. How will you help me to support my child's learning?**
- 10. How is support allocated to children and how do they move between the different levels of support in school?**
- 11. How will the school know that the support has made a difference to my child's learning and how can I and my child be included in this review process?**
- 12. What support will there be for my child's happiness and wellbeing at St Richard Reynolds?**
- 13. How is my child included in all the same activities as his/her peers at school?**
- 14. How will St Richard Reynolds Catholic College support my child in transition stages?**
- 15. Who can I contact if I have a complaint about the SEN provision made for my child?**
- 16. If I have any other questions about my child at St Richard Reynolds Catholic College, who can I ask?**
- 17. SEND Information Report 2020-21**

**The St Richard Reynolds Catholic College SEND policy can be found at the end of this document or in the policies section of our website [HERE](#)**

**To see the Local SEND Offer for Richmond and Kingston see [HERE](#)**

## **1. Who are the best people to talk to at St Richard Reynolds Catholic College about my child's difficulties with learning, special educational needs or disability?**

- Talk to your child's class teacher or form teacher about any initial concerns.
- In Primary Mrs Dee Forsdick, SENDCo, Deputy Head can be contacted on [d.forsdick@srrcc.org.uk](mailto:d.forsdick@srrcc.org.uk)
- For the High School, contact our Learning Support department at [senco@srrcc.org.uk](mailto:senco@srrcc.org.uk)

## **2. How will the school let me know if they have any concerns about my child's learning, special educational needs or disability?**

- Your child's Class or form teacher may initially speak to you about any difficulties your child may have with learning. This may be through a phone call or at a parent/teacher consultation meeting.
- The Learning Support Leader (SENDCo) may contact you and arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the school might be considering.

## **3. How will the school consider my views and those of my child with regard to her/his difficulties with learning, special educational needs or disabilities?**

- At St Richard Reynolds Catholic College, we believe it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage discussions. We believe, where appropriate, that it is essential to understand your child's views on any difficulties they may experience with their learning. You are welcome to raise a concern at any time either by phone or by email.
- You will be able to share your views and discuss your child's progress at regular meetings with their class teacher or form teacher and others.
- If your child has an identified special educational need you will be invited to a termly meeting to discuss current progress, support strategies being used and expected outcomes. Your child's view will be sought prior to this meeting.
- If your child has an *Education, Health and Care plan* (EHCP) you and your child will be able to share your views at the Annual Review.

#### **4. How does St Richard Reynolds ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disability?**

- At St Richard Reynolds most learning needs will first be met through the high-quality teaching delivered by your child's class and subject teachers.
- We regularly review the school training schedule and professional development for all teaching and support staff to ensure there is the appropriate expertise to support children with special educational needs.
- The school is able to access training programmes from different organisations including the Richmond upon Thames Children's Workforce Development Team's 'Achievement for Children Continuous Personal Development Courses.
- We also seek advice and training from our Educational Psychologist or from the Education Inclusion Service
- Individual training can also be arranged when necessary.

#### **5. How will the curriculum and the school environment be matched to my child's needs?**

- We carefully plan our curriculum to match the age, ability and needs of all children.
- Where appropriate, the class teacher and subject teachers will adapt lesson planning and teaching to match your child's special educational needs and/or disability.
- It may be appropriate to adopt different strategies or resources and adapt outcomes to meet your child's learning needs.
- Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning such as adapted chairs or desks. Changes may be made to the College building following advice from the services for the visually impaired or the hearing impaired
- As the College grows, our building plans will ensure that all children have the fullest possible access to the curriculum and the school site.
- We have wheelchair access to some parts of the College building, and we have a toilet adapted for people with disabilities.

#### **6. What types of support may be suitable and available for my child?**

St Richard Reynolds is a mainstream school which is committed to helping all pupils to reach their potential. Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability

which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014).

We support pupils with a variety of SEND including each of the four main areas of need identified in the Code of Practice: **Communication and interaction; Cognition and Learning; Social, emotional and mental health** and **Sensory and/or physical needs**

At St Richard Reynolds we have a 3-tiered approach to supporting a child's learning.

**Universal** – this is the quality first teaching your child will receive from her/his class teacher. This can include differentiated work in class or at home. Most learning needs will be met in this way.

**Targeted** - it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four-part approach of a) **assessing** your child's needs, b) **planning** the most effective and appropriate intervention, c) **providing** this intervention and d) **reviewing** the impact on your child's progress towards individual learning outcomes. Specific targeted one to one or small group interventions may be run outside the classroom. Examples might include social skills groups, literacy support groups and maths support groups. You will be kept informed of your child's progress towards learning outcomes.

**Specialist** – it may be necessary to seek specialist advice and regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child.

**Specialist services to which we have access include** the educational psychology service, speech and language therapy, occupational therapy, sensory advisory teachers, primary mental health services, Child and adolescent mental health services and the child development service. The school may need to prioritise referrals to these services.

## **7. How will you support my child to reach his/her learning outcomes?**

The class teacher, subject teachers and other staff working with your child ensure that your child receives appropriate teaching and support in order to reach these goals. The learning plan, strategies and progress will be reviewed termly. External agencies and specialists may also review your child's progress and offer strategies to put into place in school.

## **8. What is an EHC Plan and who can request one for one for my child?**

The purpose of an EHC Plan is to make special education provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/her gets older, prepare for adulthood. An EHC Plan will contain;

- the views and aspirations of you and your child,
- a full description of his/her special educational needs and any health and social care needs,
- establish outcomes for your child's progress,
- specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes

You, your child (where appropriate and aged 16 and over) and/or the school, usually the SENDCo or Head teacher, can request that the local authority conduct an assessment of your child's needs. This may lead to an EHC Plan.

## **9. How will you help me to support my child's learning?**

We believe parents are the first educators so we take every opportunity to inform you about school life including regular email communications, phone calls, parent meetings, Induction Evening for high school in Year 6, Curriculum evening in Year 7, the notes in the pupil planner and termly letters home.

All parents will receive regular reports and/or Grade Collections letting you know how your child is progressing in each subject.

There may be suggested strategies or activities for you to do at home to support your child's learning, for example, a reading programme to follow

We may run parent/carer workshops in school to help you understand the strategies used in school. In addition, we may be able to offer you individual training in specific support strategies relevant to your child.

If your child is receiving SEN support, you will be invited to termly meetings where you may be given resources and ideas for supporting your child's learning at home.

We will always consult you before involving other professionals. You may have an opportunity to meet with other professionals involved in supporting your child

## **10. How is support allocated to children and how do they move between the different levels of support in school?**

St Richard Reynolds receives funding from the Education Funding Agency and/or the local authority. These funds include money to support the learning of children with SEN and/or disabilities.

The Principal, in consultation with the School Governing Body, decides the budget for SEN provision on the basis of the needs of the children in the school.

The Head teacher and the SENDCo discuss the effectiveness of the school's current interventions and provisions and prioritise an action plan, which may include additional or alternative interventions, staff training and equipment needs.

This process is reviewed regularly to ensure the best possible intervention is provided to those children who require additional support to learn.

## **11. How will the school know that the support has made a difference to my child's learning and how can I and my child be included in this review process?**

In St Richard Reynolds High School, you will receive regular Grade Collections which will help us track each pupil's progress. In the primary school you will receive regular feedback from your child's class teacher.

We will also review specific intervention programmes to check that the pupil has reached the targets set for them. If your child is receiving extra support, we will invite you to meetings to discuss this.

The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary. It may be decided that a further period of support would be beneficial for your child.

You and your child will be kept informed and encouraged to be actively involved at all stages of this support.

## **14. What support will there be for my child's happiness and wellbeing at St Richard Reynolds?**

At St Richard Reynolds our Catholic ethos means we believe that the happiness and wellbeing of all our pupils is paramount. All members of staff take this aspect of school life very seriously.

You can be confident that in particular your child's class teacher, the Learning Support Assistants (LSAs & TAs), Learning Support Leader (SENDCo) are available to provide support to match your child's needs.

The class teacher and form tutor is the person who knows your child best. Pupils are always encouraged to go to their class teachers and form tutors if they are worried about anything. You should also feel free to contact your child's class or form teacher if you have any concerns.

Our pupils are taught to value each other and to behave with courtesy at all times. We explicitly teach respect for all people through our curriculum. All children participate in Personal, Social, Health and Economic (PSHE) teaching.

Bullying is not tolerated at St Richard Reynolds. Pupils are taught about what to do if they encounter bullying in PSHE teaching.

We ensure that lunchtimes are a positive experience for all pupils. Staff and pupils eat together as a community and there are structured lunchtime activities for pupils.

The Learning Support base is available for pupils who need a quiet space during lunch time.

For children with specific social, mental or emotional health difficulties we facilitate access to Family Support, the Educational Psychology Service (EPS), Child and Adolescent Mental Health Service (CAMHS) and other agencies.

### **13. How is my child included in all the same activities as his/her peers at school?**

St Richard Reynolds is an inclusive school and committed to providing equal opportunities for all children.

We will take all reasonable steps to ensure school clubs, educational visits and residential trips are available to all children.

We will always seek to make reasonable adjustments to ensure that children with SEN and/or disabilities are included in activities. We may discuss how best to achieve this with parents.



## **15. How will St Richard Reynolds Catholic College support my child in transition stages?**

We liaise closely with the school your child is transferring from. We are able to discuss with the relevant teachers any individual needs and how best to support your child in school.

While at St Richard Reynolds we take care to ensure that during transition points (between classes each year and at the end of Key Stages) all staff are aware of individual pupils needs, learning progress and best support strategies.

St Richard Reynolds makes arrangements to ensure there is a smooth transition when your child transfers from her/his nursery or primary school. Please contact us for further details.

If your child has an EHC Plan, we will participate and/or facilitate its review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements and asked to attend the reviews.

From Year 9 all EHC Plan reviews will have a focus on preparing for adulthood, including employment, independent living and participation in society.

Annual Reviews in Years 10 and 11 will have particular focus on Post 16 provision and finding the right pathway for your child. This will be in conjunction with support from Borough Specialists including the Way to Work team and the Preparing for Adulthood team.

Transition into 6<sup>th</sup> Form will be carefully managed with close liaison between KS4 provider and 6<sup>th</sup> form team to ensure a smooth transition.

## **16. Who can I contact if I have a complaint about the SEN provision made for my child?**

In the first instance, speak with your child's teacher, or the SENDCo. They will be able to address your concerns.

You can then contact the Principal, who may direct you to the school's [Complaints Policy and procedure](#).

## **17. If I have any other questions about my child at St Richard Reynolds Catholic College, who can I ask?**

At St Richard Reynolds we are very happy to speak to you about any aspects of your child's education. You can speak to:

1. The class or form teacher
2. Relevant support teachers
3. The Learning Support Leader (SENDCo)
4. The Pastoral Leader (Progress Leader)
5. The Principal

## **16. SEND Information Report 2020-2021**

St Richard Reynolds Catholic College is a Catholic community rooted in the love of Christ in which we help each other to become the person whom God has created us to be. Our challenge is to seek ways to improve the quality of education we offer to every individual pupil who attends our College. The Graduated approach is at the heart of St Richard Reynolds whole school practice as we assess, plan, implement and review our approach to teaching all children. When a special education need is identified this process becomes more personal and reflects each child's individual gaps in learning, barriers to learning and specific needs.

In 2020 to 2021 our school was comprised of a 6<sup>th</sup> Form Cohort (Year 12 & 13), 6 Year 11 Classes, 6 year 10 classes, 6 year 9 classes, 6 year 8 classes and 6 year 7 classes and 1 class in the following year groups: Reception, Year 1, Year 2, Year 3, Year 4, Year 5 and Year 6.

This year we have developed:

- College SEND department in order to maximise expertise and specialisms to support all pupils at SRRCC in a more effective manner across Primary, High School & 6<sup>th</sup> Form.
- Development of Primary SENCo role
- Development of Assistant SENCo (Dyslexia and EAL specialist)
- Development of an SEN English Teacher to deliver targeted support in small and/or specific teaching groups and develop literacy strategies in conjunction with class teachers (primary) and English Department.
- Development of SEN Maths Teacher to deliver targeted SEN teaching in small teaching groups and consolidate in class learning with out of class support.
- Engagement with Anstee Bridge, Boost Programme, CALMS programme & Taking Control. These are all tailored programmes for pupils who require an alternative to school for part of their week to ensure better engagement with education and a more personalised approach.
- Deployment of LSAs as Form Teachers to further support Pupil awareness and inclusivity.
- Deployment of Teachers for targeted SEN support

- Re-deployment of TAs to different year groups to develop experience and knowledge.
- Development of primary and secondary SEND administrator to liaise with external specialists and improve communication with parents
- SENCO trained to Safeguarding Level 3 to be Deputy Designated Safeguarding Lead to further support the needs of our pupils with SEND.
- Continued to develop a new SEN resource base including a higher level of SEMH support.
- Engagement with specialist sensory equipment to support ASD and SEMH learners
- Whole School Survey of attitude to self and school to identify any hidden impact of COVID lockdown
- Implementation of COVID catch up interventions across all year groups. Identified through teacher audit of engagement in learning during lockdown and cross referenced with baseline tests upon return to school.
- Creation of Year 7 Form Time Catch up Literacy & Numeracy Programme
- Development of Year 9 GCSE ready literacy and Numeracy programme.
- Developed the SEN team with recruitment of subject specific Learning Support Assistants
- Developed good practice with a Borough programme to Maximise the Impact of Teaching Assistants
- Commenced the use of an evidenced based literacy and numeracy support packages to assess and target gaps in learning and ability in a more measurable manner.
- Commenced engagement with the accessibility support computer package *Read and Write* for all pupils.
- Develop Bring Your Own Device (BOYD) to support accessibility in the classroom.
- All Support Staff engaged in training from Borough Specialist on how to 'Best Support Children in the Classroom'.
- LSAs all trained in support packages of Sound Linkage and Reciprocal Reading.
- Initiated a programme of Parent Workshops in conjunction with Educational Psychologist and Mental Health Clinician to support SEMH
- Continued work on buildings to develop safety for visually impaired
- Additional training for staff on Speech and Language needs from Speech & Language Therapist.
- Ongoing SEN training on Code of Practice and EHCP Annual Reviews including person centred target setting.
- Ongoing SEN training for all staff in order to maintain whole school, universal approach to SEN provision.
- Whole School Inset training from Borough Specialist on supporting vulnerable pupils.
- Ongoing SEN training for readers, scribes and invigilators in order to maximise inclusion through exam access arrangement provision.
- Reach out to parishioners and SRRCC supporters for volunteers to offer the maximum access arrangements possible

The following aspects of the High School SEND provision could be improved:

- communication to all staff of SEND needs
- the effectiveness of differentiation, especially in homework
- an alternative curriculum provision to meet the needs of more learners more appropriately