



Sir Thomas Rich's School

Special Educational Needs Offer

This document has been drawn up using LA guidelines and the Code of Practice January 2015.

The SEN Code of Practice 2015 states:

Students have special educational needs if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her.

Students have a learning difficulty or disability if they:

have a significantly greater difficulty in learning than the majority of students of the same age;

or have a disability, which prevents or hinders him or her from making use of facilities of a kind generally provided for students of the same age in schools in mainstream schools.

Special educational provision means:

educational or training provision which is additional to, or otherwise different from, that made generally for students of their age.

Introduction to Sir Thomas Rich's

Sir Thomas Rich's has a number of children on the Special Educational Needs and Disabilities register as well as a number of children on the Monitoring SEND shadow register. The range of Special Educational Needs and Disabilities is varied and covers all four areas of need. The Special Educational Needs and Disabilities of all pupils with SEND are met via an inclusive approach, placing the child at the centre of our support, whilst following the graduated pathway.

At Sir Thomas Rich's our aim is to provide successful universal provision wherever possible and to ensure that evidence-based interventions are in place when relevant and that support from external agencies is sought when appropriate. This is achieved through quality first teaching in the classroom in the first instance, supplemented by bespoke support plans where necessary, such as an Individual Education Plan (IEP), and tailored support from our SEND team.

Please see the Frequently Asked Questions below to understand how Sir Thomas Rich's School supports children with a special educational need or disability. To arrange a visit or tour of the School please contact the Headteacher's PA, Ms Jane Morton. Her email address is jem@strs.org.uk

For further information, please see our SEND policy available at:
<http://www.strschool.co.uk/about/policies/Special%20Educational%20Needs%20Policy.pdf>
or contact the SENCO (Associate Assistant Headteacher), Mrs Joanna Loveridge. Her email address is jol@strs.org.uk.

SEND Information Report

For information about Gloucestershire's Local Offer use this link

[The Gloucestershire Local Offer \(sendiassglos.org.uk\)](http://sendiassglos.org.uk)

Frequently Asked Questions:

1. How does our school know/identify that children have special educational needs?

Children with a Special Educational Need and Disability can be identified in a variety of ways. Parents, children, subject teachers, the SENDCo, the form tutor, Head of Year or external agencies may be involved in the identification process.

The process of identifying children with Special Educational Needs and Disabilities begins in Year 6 as part of the secondary transition process. The Head of Year 7 and the SEND Team visit primary schools to meet with Year 6 children who have already been identified as having SEND. The SENDCo will also contact parents/carers to discuss their child's needs and the transition process. Some children find it helpful to make additional individual visits to the School as well as attending the formal transition events for the new year group. Year 6 children with SEND will also be invited as a group to attend an additional SEND induction day.

When a child joins the School in Year 12, parents and feeder schools provide information to the SENDCo.

Literacy levels are closely monitored within the English Department, which will provide the SENDCo with a list of any children who appear to have significant reading or spelling difficulties. Some Year 7 and 8 children may be invited to attend a support group in English for a short period of time. Handwriting support is also available for children throughout the School.

Any member of staff who has a concern about a particular child associated with special educational needs or disabilities will make a referral to the SENDCo, who will determine an appropriate action plan, writing an Individual Education Plan (IEP) as appropriate.

Parents or carers may make a referral if they think their child has special educational needs or disabilities. If they have a concern, they should contact the SENDCo directly. Sometimes parents/carers refer their children to Occupational Therapists or other NHS services. These services will send copies of any reports to the School, so where appropriate, teachers can support individuals.

2. What are the first steps our school will take if special educational needs are identified?

The SENDCo will meet with the child and their parents/carers to discuss their needs and will also liaise with the Head of Year in order to gain a broader picture. If a child appears to have a difficulty, the child's name will be added to the School's **SEND Monitoring List**. The SENDCo will communicate with both the child and parents/carers if this is the case. The SENDCo will remain a point of contact for both children and parents/carers whilst a child is on the SEND Monitoring List. If a child is referred and their needs are deemed to be complex, the child may be placed immediately onto the SEND Register. This can happen if a child has a new diagnosis or is on a pathway for assessment. A child can be placed straight onto the SEND register if they need support beyond Quality First Teaching.

3. How will our school include parents and children in planning support?

The graduated approach is followed. The SENDCo, the child and their parents/carers will meet to start planning support for the child. They will co-write an Individual Education Plan (IEP). This document outlines the nature of the child's difficulty and suggests strategies subject teachers could use to support the individual's learning. Where appropriate, targets will be set. Parent/carers are asked to contribute to this process and to subsequent reviews. Child and parent/carer voice is an integral part of all planning, support and review processes.

4. How will our school teach and support children with SEN?

Your child will be supported at school by subject teachers, their form tutor and their Head of Year. Sometimes, your child will require additional support from a Teaching Assistant. The SENDCo will advise subject teachers on how your child can be supported within the classroom through the Individual Education Plan.

These plans are reviewed at least once a year. With the child and their parents/carers, the SENDCo uses evidence from the Order Grades, Key Stage 3, 4 and 5 examinations, feedback from Heads of Year and subject teacher comments to review progress. Tutors and Heads of Year are key in providing support to improve the emotional and social development of children with SEND through tutor time activities and year group trips or events. Careers education will help to prepare children with SEND for adult life.

If a child on the SEND Monitoring List does not make the expected age-related progress for our cohort, the next step will be to place the child on the SEND Register and sometimes, write a **My Plan** as outlined by the **Gloucestershire Graduated Pathway**. The purpose of a My Plan is to enlist the support of outside agencies. The child will be included on our **SEN Register** and targets will be set. Where necessary, the School will seek guidance from the Local Authority Educational Psychologist team, as well as the Advisory Teaching Service.

If a child has an **Education Health Care Plan** (previously known as a statement of special educational needs), he or she will, in addition to the above, have an Annual Review with the

SENDCo, Head of Year, parents and various external agencies. The School will support the child and the parents/carers in making informed decisions regarding personal budgets.

5. How will parents/carers know how their child is doing?

Order Grades are compiled by all subject teachers and sent to parents at regular intervals during the academic year. For each subject, the level or grade at which the child is currently working is shown. The report also indicates if the child is on target to meet end of year predicted targets or grades. For children with an EHCP, a bi-weekly report is sent home to parents/carers too.

6. How does our school measure outcomes and impact of the support provided to children?

The School employs a series of methods to gather data for analysis including:

- the attainment and achievement of children with SEND as measured by order grades, school exam results, GCSE and A Level results, as well as the professional opinion of staff;
- post-16 destinations of children with SEND;
- feedback from regular observation of teaching;
- the views of parents, teachers and children;
- feedback from meetings between SENDCo, parents, Heads of Year, subject teachers, Heads of Departments, SLT, Advisory teachers and other external agencies.

7. How does our school ensure that the information about a child with SEND is shared and understood by teachers and all relevant staff who come into contact with that child?

A copy of the **SEND Monitoring List and SEND Support List**, and all IEPs are stored in a central electronic location for staff access.

8. What expertise does our staff have in relation to SEN?

The SENDCo attends appropriate Gloucestershire SEND conferences and Early Help Training courses. INSET days are used for whole staff updates and training. New members of staff meet with the SENDCo for training at the beginning of the academic year. The SENDCo is fully qualified as per statutory guidance and is committed to updating her own professional SEND knowledge in addition to expanding the SEND knowledge of the SEND Team.

9. What access do our SEN children have to facilities and extra-curricular activities available to all children?

In addition to the statutory curriculum, the School provides a wide range of additional activities. These include sports [e.g. rugby, cricket, soccer, and cross-country], music, drama and a number

of clubs and societies. Children with SEND have the same access to these activities as the other children in the School. The participation of children with SEND in these activities is monitored carefully. A homework club, supervised by a member of SEND staff, is available after school from 15:30 to 16:15pm in the SEND Safe-Space. Children with SEN are all encouraged to take part in leadership opportunities within the School and in curriculum evaluation. The School ensures wherever possible that children with disabilities can attend all relevant trips, including residential trips.

10. What resources and equipment do we provide for children with SEN?

Specialised audio equipment has been acquired to help hearing-impaired students. A number of laptops have been purchased and are used by children with dyspraxia or dyslexic tendencies during examinations and during lessons. A few children require access arrangements for internal and external formal examinations. These include (depending on level of need and in accordance with JCQ regulations) additional time, rest breaks and the use of laptops. There are a number of additional provisions in place for children with SEND: a SEND safe-space, Social and Emotional Skills Intervention and Touch-Typing Intervention among others.

There are three toilets adapted for disabled use: in the swimming pool changing rooms, the S Form Centre and in the Language Centre. In addition, in the entrance to the Sports' Hall, there is a Personal Care Suite comprising of a toilet, washbasin, shower, plinth and hoist. The ground floor of the School is largely suitable for wheelchairs. (See the Accessibility Policy). Drugs, e.g. Ritalin, are kept secure by the School's receptionist. (See the Medical Needs Policy).

11. What role do the Trustees have? What does our SEN Trustee do?

The School, including the Trustees and the SEND Trustee, is committed to regular and systematic evaluation of the effectiveness of its work. The SEND Trustee compiles an annual report on SEND provision at the School and meets with the SENDCo at regular intervals to monitor provision (see introduction to governance).