

SEN Information Report for Richmond School

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1. What kinds of SEN are provided for at Richmond School

Children and young people with a wide range of special educational needs are welcomed into our school. We endeavour to meet the needs of all. We cater for many students who have needs that fall within the four recognised categories of need: Cognition and Learning; Communication and Interaction; Social, Emotional and Mental Health difficulties; Sensory and Physical. If a parent / carer of a student with an Education Health and Care Plan (EHCP) requests a place at the school, we try wherever possible to implement appropriate strategies to meet their needs. We are aware that each student has a unique profile and try to look at specific strengths and challenges. We respond to neurodiversity in a solution focused way.

2. What policies do you have for identifying children and young people with SEN? How do you assess their needs? What is the SENCO's name and how can I contact them?

We work collaboratively with students, staff and parents to address any barriers to learning and to ensure that all students are able to make progress. Richmond School is an inclusive school which focuses on the participation, progress and presence of all students; our SEN policy supports this.

We understand the benefits of early intervention in order to make effective provision for our students. Students' progress is assessed regularly from the start of their time at Richmond School. We liaise closely with primary schools when students make the transition from Year 6 to 7 to ensure we know from the start which students may benefit from additional and different support. We also run baseline assessments with all students at the start of Year 7 for the same reason. For students who have already been identified as having special educational needs/ disability (SEND), we ask for details and guidance from the primary school to ensure that we can maintain appropriate support right from the beginning of year 7.

All students are tested for reading and spelling in Key Stage 3 (Years 7-8) as well as being assessed for progress in every subject area. Year 7 students are assessed via the New Group Reading Test (NGRT) reading test and the Vernon spelling test. In Key stages 4 and 5 (Years 10 and 11 and Years 12 and 13), subject teachers constantly monitor progress towards target grades. In addition, the Do-It profiler is used in Key stage 5 and sometimes with younger students to assess whether there are any areas of weakness that might require further investigation.



Parents/ carers are routinely kept informed of progress through Aiming High reports and an annual Parents' Evening.

If a student is not making expected progress, possible reasons for this are explored. This may be undertaken by an individual subject department, a Tutor or Head of Year or the Learning Support Department. Where the school feels that a lack of progress may be due to possible SEN, we contact parents/ carers to discuss the nature of the concern and what might be done to investigate further. This could include collecting feedback from all staff, from parents/ carers and from the student, completing targeted assessments to identify possible barriers to learning or involving a range of other professionals for advice and expertise. Information gained through this process is used to make an informed decision about what further steps are appropriate to support the student. Parents/ carers will be consulted and kept informed throughout the process.

For students accessing additional and different support to respond to SEND, a summary of arrangements will be recorded in an Individual Provision Map (IPM). This will include:-

- information about a student's likes, strengths and future aspirations
- details of strategies being used to support a student in class
- details of any additional support or interventions being implemented
- the student's learning targets and their longer term desired outcomes
- student and parent voice

Most students on the SEN register are identified as being on SEN support, but some students who need higher levels of support, or who have particularly complex needs may be referred for an Education, Health and Care Plan (EHCP). The decision to make an EHCP application (called an EHCAR) is usually a joint one between school and home.

The Special Educational Needs Co-ordinator (SENCO), Liz Merckx, can be contacted on the school number 01748 850111 or by email on emerckx@arete.uk

3. What arrangements do you have for consulting with parents / carers of children with SEND and involving them in their child's education

Parents / carers are routinely kept informed of all students' progress through Aiming High reports and an annual Parents' Evening. All parents / carers are encouraged to communicate with school at any time if they have concerns. This can be by phone, email or letter to the appropriate member of staff.

For students with SEND, more regular communication and a close working relationship between school and parents / carers is really valuable. Your knowledge and understanding of your child's needs is essential to help us make the best provision for them, taking account of your and your child's hopes, personal goals and interests. This will allow the school to regularly review progress with you and to agree the most appropriate targets.

On-going communication may include:

- more regular meetings to discuss progress and whether support arrangements are proving



effective

- communication between parents / carers and members of the Learning Support or Pastoral team to discuss and resolve any issues that may arise
- clear information about the impact of any interventions
- guidance on supporting your child's learning at home.

4. What arrangements do you have in place in your school to consult with young people with SEN and how do you involve them in their education?

The school values the views of all students to help shape provision and decide what kind of support suits them best.

For students with SEND, it is vital that their views and aspirations are heard so that they can be supported to achieve their goals as far as possible. Students are strongly encouraged to attend and play an active part in their review meetings. Their feedback is also sought via the student questionnaire sent out with invitations to review meetings. In addition, students are welcome to discuss their thoughts and concerns at any stage with a member of staff they feel comfortable with. This could be a Teaching Assistant, Form Tutor, Head of Year or SENCO. Staff listen to students' views and seek advice if appropriate so as to answer questions or resolve any concerns.

5. What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes? Please can you explain what opportunities are available to enable you to work with parents/ carers and young people as part of this assessment and review

Staff have high expectations of, and aspirations for, all students, regardless of their ability. There is an expectation for all students with SEND to make at least expected progress, in line with their peers. We recognise that slow progress or low attainment does not necessarily mean a child has SEN. Equally, it is not assumed that attainment in line with chronological age means there is no learning difficulty or disability.

All students are set end of year / end of key stage targets for each of their subjects and progress towards these targets is monitored closely by individual subject teachers and departments, based on regular assessments as well as student performance in lessons and homework assignments. Parents / carers are kept informed of progress via Aiming High reports and annual Parents' Evenings, although parents / carers can contact the school at any time if they have concerns.

For students with SEND, additional targets / outcomes are set via the review process to ensure greater focus on overcoming a student's specific barriers to learning and taking into account individual hopes and aspirations for the future. Outcomes are identified on the basis of discussion with the student and their parents / carers. Feedback from teaching and pastoral staff who work with the student informs this process. Subsequent review meetings give the opportunity for all to assess what progress has been made towards these outcomes and whether further work or a different approach is needed.

Information about outcomes, the support provided to help a student achieve them and a summary of progress is included on a student's IPM document which is updated at each review. The IPM also



details students' strengths and interests and things that help them learn and to enjoy school. The content of the IPM is discussed and agreed with the student and parents / carers at review meetings and the completed IPM is sent home and also circulated to all staff involved with the student.

6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do you ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society?

Richmond School liaises closely with primary schools prior to transition into Year 7 to ensure that the school has a clear picture of students' educational backgrounds, their relative strengths and any barriers to their learning. We aim to use this information to provide a smooth transition into secondary school, ensuring that all staff are aware of students' specific needs and what strategies can be used to maximise their progress. This is particularly important for students with SEND.

For students who join the school after Year 7, we aim to liaise with the school they are transferring from and seek the same information. Mid-course transfer students are monitored particularly carefully during their first few months at the school to ensure that they are settled and progressing as expected.

Where appropriate, Year 6 students may be offered extra visits to the school to familiarise themselves with it before beginning Year 7, and meetings with some students and their parents/ carers are attended by Richmond School staff when students are in Year 6, or in some cases, Year 5. Similar familiarisation visits are sometimes arranged for older students.

As students with SEND progress through the School we discuss with them and their parents/ carers any future hopes or aspirations they may have. This discussion forms part of the SEN review meeting. We may use this information, as well as our knowledge of students' specific areas of strength, to advise them on the most appropriate courses to follow at GCSE and, again, at post-16 level. Some students with SEND are offered additional careers support to help them make significant choices about their futures. The school communicates information about students to other schools or colleges, if they move on to other establishments. Transition meetings are arranged to facilitate this process and visits can be arranged, sometimes accompanied by a member of staff from Richmond School with whom the student is familiar.

Parents/ carers are involved in transition processes throughout their child's school career and we endeavour to offer additional help and advice for students with SEND and their families if this is needed at any stage. We welcome any communication about transition arrangements or preparation for adulthood and we aim to support this process to the best of our ability.

7. What is your School's approach to teaching children and young people with SEN?

The SEN Code of Practice (January 2015) states that 'Every teacher is a teacher of SEND' and we aim to reflect this in our teaching throughout the school.

All students at Richmond School have access to high quality teaching and the school's Whole School



Provision Map is used by all staff to identify effective approaches in their everyday planning for teaching students with a range of needs and abilities. We are aware of the importance of building students' motivation, teaching metacognition, reviewing challenging behaviour and using positive language. Inclusive teaching is part of professional development delivered to teachers new to the school.

Where the need for additional support is identified, this may come in a variety of forms, as appropriate to individual students:

- Specifically differentiated teaching;
- In-class support from a Teaching Assistant, either one-to-one or on a group basis;
- Additional small group intervention work for Literacy and Maths.
 - o In Years 7 and 8, students who need a high level of literacy intervention access this alongside the RS curriculum by attending specialised lessons, while maths intervention lessons take place during sessions allocated for either French or German in the timetable; students learn one modern foreign language instead of two.
 - o Progress is reviewed at the end of Year 8 and in Year 9, some students continue to access both literacy and maths intervention as an alternative to MFL (French/German) while others will study a language and continue intervention in a different format.
 - o For other Key Stage 3 students who still benefit from additional literacy and maths support but who don't require such a high level of support, there are workshop sessions during Guidance time or at other agreed times. They may be short or longer term interventions and may be delivered by either a teacher or a teaching assistant;
- Occasionally one-to-one support from a Teaching Assistant outside the classroom;
- Additional access to the pastoral Base (for example, as a quiet area for students requiring additional reassurance);
- Mentoring / coaching sessions for some students;
- Additional access to ICT / assistive technology
- ICT based programmes to improve specific skills e.g. reading, spelling, maths;
- Provision of access arrangements in assessments and exams – students may be offered additional time and/or support (e.g. a reader or scribe);
- Inclusion on the SEN register – regular review meetings (to include parents / carers, student and the SENCO or another member of the Learning Support team) to assess achievement and set targets - information is summarised in Individual Provision Maps;
- Involvement of external agencies (e.g. speech and language therapists, educational psychologists, specialist support for cognition and learning, communication and interaction advisory team, specialist teachers for hearing and visually impaired young people);
- Health care plans and support provided e.g. with medication for students with specific medical needs;
- Tutors and Heads of Year provide emotional and behavioural support for students. Heads of Year may also involve external agencies if students require more specialised support.

Additional and different support aims to enhance student progress and build their confidence and independence. Parents/ carers and students who are receiving such support will be informed of:

- the nature and intended outcomes of the intervention



- the timing and frequency of intervention
- where and by whom it will be delivered
- how the intervention will relate to and support learning in the classroom
- how the intervention will be monitored to make sure it is helping the student to make accelerated progress.

Yes@ Areté Learning Trust, based at Richmond School, was formerly the enhanced mainstream provision for students with cognition and learning difficulties. The team continue to work closely with our Learning Support department to support students and staff within our school. They also provide outreach support for other schools in the area through training, informal advice and specialist intervention.

Yes@ Areté Learning Trust has been developed to provide support for pupils, parents and professionals around a wide range of learning differences. The website www.yes@aretelearningtrust.net provides a wealth of information and details of training events. There are discounted rates for parents who wish to attend.

8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?

Where possible, all students access a broad and balanced curriculum and have opportunities to develop their personal skills and confidence through a choice of extra-curricular activities. Staff follow the Whole School Provision Map (SEN Whole School Provision Map - [September 2021](#)) incorporating appropriate strategies into their planning so that all students can participate and make progress. For students with SEND, we endeavour to make as many such opportunities as possible accessible, making adaptations to the curriculum and environment as appropriate.

The school building is accessible to students with physical disabilities. There are ramps and lifts to aid movement around site, as well as disabled toilets and a hygiene room. The Learning Support department has a suite of rooms used for additional interventions (see above).

When necessary, we seek advice from other professionals, such as specialist teachers and health professionals so as to make the necessary adaptations to meet the needs of all students. Information received from students, parents/ carers and previous schools is also vital.

Teaching and pastoral staff are kept informed of appropriate adaptations to benefit students. Liaison between the Learning Support department and other staff plays an important part in ensuring that students receive the support they need on a consistent basis.

Some Teaching Assistants have specific qualifications and specialisms, e.g. in supporting students with autism or dyslexia. Teaching Assistants have access to appropriate training to ensure we are able to provide effective support for students with a wide range of needs.

Teaching Assistant support in lessons and during other school activities, including visits, is often a key



factor in ensuring that students with SEND can participate in a safe and supported manner. Some students also access additional supervision before school and at lunchtimes.

Some students benefit from additional access to IT. Learning Support laptops are available to borrow from the library. The school has access to a range of assistive software packages such as 'Read & Write' to assist student who may have issues with reading and/or written work.

Some students are identified as needing access arrangements (additional support in assessments/ exams) so that they can perform to their full potential.

Some students with a high level of need may require a health care plan and/ or a risk assessment.

Students may follow a personalised timetable if this is felt to be appropriate to all concerned. A small number access out of school provision to help them make progress towards their targets.

9. What sort of expertise for supporting children and young people with SEN do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEN is current? How do you access and secure further specialist expertise?

The School's Learning Support Department is large and well resourced, consisting of a team of well-qualified and highly motivated teaching assistants, a specialist Literacy teacher (who is also a specialist assessor for access arrangements) and a SENCO (Special Educational Needs Co-ordinator). We work very closely with Kath Lawson, Director of Inclusive Support Yes@ Areté Learning Trust, who is able to offer advice and expertise on a wide range of issues linked to SEND.

Liz Merckx, SENCO has completed the NASENCO (National Award for SEN Coordination) qualification.

Staff are regularly updated via meetings or email to enable them to meet the needs of students with a range of SEND. They have access to advice on working with students who have particular types of needs via the school's information systems and they can request more in depth advice at any time by liaising with the Learning Support team. Advice on working with specific students is also available through IPMs. Specific training is arranged for both teachers and teaching assistants as necessary.

The school has access to SEN funding which is used to cater for a range of needs. If a student has particular needs which may require additional funding, specialist support from the Local Authority is sought.

We have close links with a wide range of other professionals who can offer advice and expertise when needed.

10. How do you evaluate the effectiveness of the provision made for children and young people with SEN

The progress and attainment of all students is carefully monitored and reported to parents / carers on a regular basis, as described in section 2 above.



Teaching that goes on in all lessons, including the provision for students with SEND is evaluated regularly through the school's Performance Management system.

For students accessing additional and different provision / interventions, the school carefully monitors the impact through a variety of methods, such as measuring how the intervention accelerates progress over a given time, the impact on self-confidence, behaviour etc. Staff feedback is collected to explore whether students have any patterns of strength or difficulty which can be used to help identify what approaches might help the student to progress further.

Expected impacts for interventions and how these will be measured are discussed at planning and review meetings, which should ideally involve both the student and parents / carers. Individual Provision Maps (IPMs) are used to record this information

The school regularly evaluates the impact of all interventions and whether they have a strong evidence base of effectiveness.

11. How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?

We do our best to ensure that students can participate fully in all activities, regardless of need. This includes access to trips and other extra-curricular activities as well as representation in positions of responsibility within school. Adaptations to the curriculum and learning environment (section 8) are designed to facilitate this. However, the school welcomes communication from students and parents/carers so that individual situations can be looked at, if there is a concern.

12. How do you support children and young people with SEN to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.

Heads of Year, Tutors and Learning Support staff liaise closely and adopt a joint approach to supporting students' emotional and social development, as appropriate.

Small group intervention work focusing on communication skills have proved a successful approach in Key Stage 3.

Mentoring for students with autism or autistic traits gives selected students support in developing socially. Access to 'Lunch Club' also allows such students to socialise in a safe environment.

Additional mentoring takes place with selected students during morning guidance times to offer them support and the possibility to talk over any concerns with a teacher or teaching assistant.

Access to alternative provision allows a small number of students to access support from external sources and provisions. Advice is sought from external bodies as appropriate to meet an individual student's needs.



Referrals are made to request support from other professionals e.g. Educational Psychologist as appropriate.

Pastoral staff have the overview of all students' wellbeing and liaise with parents/ carers and external agencies to support students who may be encountering anxiety or emotional issues. There is regular liaison between pastoral staff and the SENCO so as to assess whether any students in this situation may also have SEND needs and to agree appropriate action if so.

13. How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?

The school accesses a range of specialist support and services to support students' academic progress and emotional development. These include Speech and Language therapists, Educational Psychologists, specialist teachers for visually/ hearing impaired students, the Healthy Child Team, Early Help team and Child and Adolescent Mental Health Service (CAMHS). Parents/ carers are always consulted if it is felt that referral to such a service may be appropriate to support a student. A referral can only go ahead with parental consent.

14. What are the arrangements for handling complaints from parents / carers of children with SEN about the provision made at the school

If you have any concerns relating to SEND provision, please contact the relevant member of staff by email or telephone (tel. 01748 850111) or Liz Merckx (SENCO) at emerckx@arete.uk. If your concern is not resolved to your satisfaction, please contact Jenna Potter, Headteacher at jpotter@arete.uk. If necessary, see the school's complaints policy which is available on the website.

----- **End of Information Report** -----

Policy Author: Mrs E Merckx
Monitored by: Mrs J Potter
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