

SEND Information Report 2019-20



Responsibility	SEND Coordinator	
Status	Statutory	
Review cycle / date	1	August 2020
Reference	056/3	
Last updated	06.09.2019	

At the Richmond upon Thames School, we aim to ensure that everyone feels valued as an individual, is recognised for their talents and challenged in their endeavours.

We have an immersion approach to SEND where all students are included in the life of the school, lessons and learning: some students may have additional help in order to do this in a meaningful way.

Review of SEND report	This report was reviewed in 2018 by: Sarah Herbert - Lead School Improvement Advisor (SEND), Achieving for Children
Local authorities offer	To view Richmond Boroughs Local offer please follow the Link . To view Hounslow Boroughs Local offer please follow the Link .
How does RTS know if my child needs extra help?	<ul style="list-style-type: none"> ● SENDCO liaises with the previous educational setting (e.g. primary school) ● SENDCO attends annual reviews of Year 6 statements/EHCPs ● Senior management, Head of Year 7 and SENDCO meet with all Year 6 students on roll for September. This includes SEN students and those with special circumstances (parents may have already made contact with the school to discuss individual cases) ● Induction programme 'getting to know RTS'. Before your child moves to our school, we seek to find out as much about them as possible to help them settle in quickly. Induction day activities, enrolment meeting, primary school visits and parent induction evening ● Parent consultation evenings ● Teacher assessments ● A senior teacher has responsibility for the induction programme which includes baseline assessments
What should I do if I think my child may have a special educational need or disability?	<ul style="list-style-type: none"> ● Contact the SENDCO and arrange a meeting or phone call. ● Contact the school by email: slt@rts.richmond.sch.uk or by telephone: 020 88912985 ● Collect information about why you are worried and bring to the meeting any specialist reports (e.g. Speech and Language report, Occupational Therapy report, medical evidence you may have)
How will RTS support my child?	<ol style="list-style-type: none"> 1. <i>For all students the school:</i> <ul style="list-style-type: none"> ● Has an inclusive ethos and curriculum ● Teachers plan lessons according to the specific needs of all groups of students in their class, and will differentiate effectively to ensure that all needs are met. ● Tracks progress and sets targets regularly 2. <i>In addition, for some students with SEND the school:</i> <ul style="list-style-type: none"> ● Assesses and monitors any cognitive, physical or sensory barriers to learning and makes adaptations to the learning environment, grouping of students and/or curriculum materials ● May provide in-class or small group support as needed to enable the student to achieve at peer appropriate level ● May provide additional space or safe haven for breaks and or lunchtimes 3. <i>In addition, for students with a statement or Education Health and Care Plan or significant barriers to learning the school:</i> <ul style="list-style-type: none"> ● May carry out additional planning and tracking

	<ul style="list-style-type: none"> ● May provide individualised programmes in one or more areas of the curriculum ● May provide additional small group and individual support e.g. Literacy group, 1:1 reading; literacy boosters in reading comprehension or writing; spelling groups, Numeracy group, Maths club and booster lessons, social skills; socially speaking; vocabulary enrichment; circle of friends ● Works alongside the Local Authority (LA) provision outlined in the EHCP <p>4. <i>Some students may receive additional support from outside specialist agencies according to need. See list below</i></p> <p>5. <i>Testing for access arrangements in public exams takes place during Year 9, 12 or as required. These arrangements may include using a reader, extra time, word processing equipment, scribe, rest breaks and / or separate room</i></p>
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Additional support from outside specialist agencies according to need.	Communication and interaction	Cognition and learning	Social, emotional and mental health	Sensory and/or physical
	<p>I. Students with Speech Language and Communication Needs (SLCN) or Autistic Spectrum Disorder (ASD) may have additional co-existing needs e.g. Dyslexia</p> <p>II. Some students with SLCN or ASD may have unique individualised arrangements or plans according to need. Specialist Learning Support teachers may provide teaching staff with additional strategies, training and support</p>	<p>I. Students with low cognitive ability may have small group support with literacy, numeracy and study skills, and have a key worker</p> <p>II. Some students with Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD) may receive support with behaviour, literacy, numeracy and study skills, and have a key worker</p> <p>II. Students with Dyslexia or other SpLD (Dyspraxia, Dyscalculia, Specific Language Impairment) may have small group support with literacy, numeracy and study skills, and have a key worker. They may also receive small group or individualised, specialist reading / spelling / numeracy intervention according to need</p>	<p>Students with social, emotional and mental health needs may be supported through:</p> <p>I. Specialist mentoring</p> <p>II. Small group social skills</p> <p>III. Small group study skills</p> <p>IV. Enrichment programme</p>	<p>I. Students with Sensory or Physical difficulties may have small group support with literacy, numeracy and study skills, and have a key worker</p> <p>II. Some students may be included in differentiated teaching groups e.g. smaller groups and flexible pathways. In order to provide appropriately for these students, the advice is taken from the borough sensory team. Provision may include differentiated learning materials or specialised access arrangements in the classroom</p> <p>II. Some with Epilepsy may require individualised</p>

				arrangements according to need or be included in differentiated teaching group
How is the decision made about how much/what support my child will receive?	<ul style="list-style-type: none"> ● Provision is made on a need basis ● All classroom teachers provide high-quality teaching with support for Statemented/EHCP students according to need ● Statemented/EHCP students are allocated a number of hours reflecting the provisions set out in the statement/ EHCP plan. ● Data is regularly checked ● Students without a statement/ EHCP plan receive intervention additional support in class or a small group setting when they are not making adequate progress according to their school monitoring ● At RTS we strive to immerse all students in the life of the school with support as necessary. Sometimes we do not have the funds or staffing to do this but using our imagination and creativity we try to find the resources to match the students' needs ● Initial meetings at the beginning of the year to welcome and inform parents of Year 7 about the support that will be offered ● IEPs/Learning Support plans are distributed to parents and staff as appropriate and the individual student's needs and the support programme to be put in place for them ● Where appropriate Parent workshops will be organised take for parents of students with SEND and SpLD to help parents to understand how we are supporting the students and share ways of helping them at home 			
How will I know how RTS supports my child?	<ul style="list-style-type: none"> ● Student support plans are distributed to parents and staff as appropriate and the individual student's needs and the support programme to be put in place for them ● Where appropriate Parent workshops will be organised take for parents of students with SEND and SpLD to help parents to understand how we are supporting the students and share ways of helping them at home 			
How will the curriculum be matched to my child's needs?	<ul style="list-style-type: none"> ● High-quality teaching by subject teachers ● Access enabled according to need ● Appropriate differentiation ● Timely assessment and feedback ● For a small number of students small group or 1 to 1 work ● Enrichment activities 			
How will I know how my child is doing?	<ul style="list-style-type: none"> ● All parents have access to the school's online portal, Progresso ● Progress of all students is monitored termly and regularly reported back to parents ● Annual review of Statemented/EHCP students ● ProvisionMap tracks the progress of student support plans (SSPs) and these are reviewed three times a year. ● LSAs make arrangements informally with parents to meet, telephone or discuss throughout the year according to need ● Meetings for SEND students take place with both the parents and the students 3 times a year 			
Provision reviews	<p>At RTS we maintain an ethos of support within the classroom and do not remove students from their lessons to receive any provision. This means that as a school we evaluate our provision to ensure that we impact on the targeted area for support. The SENDCO monitors and evaluates the progress being made in all provision.</p>			

	LSAs running provisions benchmark and test against this benchmark on regular intervals.
Arrangements for consulting young people with SEN and involving them in their education	At RTS all students with SEND are provided with an SSP. The IEP targets are written with the child at its centre, with support from family and the school. The targets are reviewed three times in an academic year, once again with the student at the centre. Should targets be met; a new target is created by the child.
How will you help me to support my child's learning?	<ul style="list-style-type: none"> ● Parents' evenings and workshops ● Information sharing with parents (e.g. helpful websites, local organisations) and meeting parents according to need ● Prep time ● Enrichment programme
What support will there be for my child's overall wellbeing?	<ul style="list-style-type: none"> ● House system, Academic tutor, Year Leader ● Transition teacher ● Mentors ● Behaviour management systems in school are based upon encouraging students to make positive decisions about behavioural choices ● The behaviour policy identifies reasonable adjustments to ensure the need for exclusion is minimised ● Behaviour and anti-bullying policies are evaluated and up-dated regularly School counsellor service available ● School nurse drop-in ● Safeguarding meetings ● Outside agencies ● Child Welfare Practitioner
What specialist services and expertise are available at the school?	<ul style="list-style-type: none"> ● All specialist services will be accessed through referral via SENDCo ● Educational Psychologist is directed by the school based on need
What specialist services and expertise are accessed by the school?	<ul style="list-style-type: none"> ● The school works closely with specialist agencies and other specialist professionals ● The range of services may change throughout the year ● On referral, additional support from one or more specialist services or agencies may be available according to availability. The school will continue to develop its links with a number of agencies as highlighted below: <ul style="list-style-type: none"> ● EP assessment and advice ● EAL team Mobility Services ● Ethnic Minority and Traveller Achievement Service (EMTAS) ● Education Welfare ● SPA and Social Services ● CAMHS Health services ● Relate ● Targeted Youth Support ● Drugs and Substance abuse team ● Speech & Language team ● Occupational Therapy ● Physiotherapy ● Child Welfare Practitioner (CWP)
What training are the staff supporting children and	All staff are trained in the requirements of: <ul style="list-style-type: none"> ● The SEN code of practice ● The Equality Act

<p>young people with SEND had or are having?</p>	<ul style="list-style-type: none"> ● Child Protection ● All general school policies on teaching and learning and pastoral support include information on how to include Students with SEN. ● Staff and governors undertake continued professional development (CPD) in relation to SEND and Safeguarding and are able to offer support and guidance to ensure school improvement ● Teaching and Learning Support Staff have completed CPD in relation to meeting students' needs within the classroom and there is an ongoing programme to update these skills ● Non-teaching staff have received training in safeguarding and key physical or medical difficulties such as the use of an Epipen where they may encounter a student needing additional support or assistance ● The school has staff who have undertaken First Aid training ● Staff receive training to ensure understanding of Special Educational Needs and Disabilities and strategies for meeting ● All teachers are provided with individual student's SSPs and/or passports which give clear and helpful advice on enabling the student to access the curriculum in subject lessons as well as outlining strategies for effectively managing the student's behaviour
<p>How will my child be included in activities outside the classroom, including school trips?</p>	<ul style="list-style-type: none"> ● A detailed risk assessment is carried out by the school for all school trips which pays due regard to the particular needs of SEND students to ensure their safety, wellbeing and inclusion ● Additional adults may be deployed according to need to support SEND students with particular needs when going on school trips or taking part in activities outside the classroom ● Residential trips will be booked through a number of travel companies. From time to time, the school may use their abilities to tailor activities and provide support as requested
<p>How accessible is the school environment?</p>	<ul style="list-style-type: none"> ● All entrances to the school have ramps fitted to enable wheelchair access ● Most classrooms are carpeted to minimise sound reception difficulties ● For the visually impaired, materials can be enlarged and assistive technology may be available e.g. magnifier, personal digital devices ● All have the use of an iPad and programmes to assist with individual needs. ● There is a lift which accesses all floors
<p>How will the school prepare and support my child when joining RTS?</p>	<ul style="list-style-type: none"> ● Initial meetings at the beginning of the year to welcome and inform parents of Year 7 about the support that will be offered ● One Parent Evening per year where parents meet with their child's subject teachers ● Annual reviews for Statemented/EHCP students ● Parents can request a meeting with the SENDCO, second in charge SEND or relevant Keyworker to discuss their child's education ● Meetings/phone calls
<p>What provision does RTS have for looked after children?</p>	<ul style="list-style-type: none"> ● The designated teacher for looked after children is Mr L Cornwall. ● Each student has a monthly Personal Education Plan held in school and a monthly LAC review, attended by all relevant professionals including the designated teacher ● Pupil Premium money for these students is spent according to the PEP targets to ensure every looked after child achieves their full academic potential

<p>Support services</p>	<p>Please follow the link for Richmond and Kingston SENDIASS services.</p> <p>Richmond and Kingston Special Educational Needs and Disabilities Information Advice and Support Service or SENDIASS is a free, confidential and impartial service for parents and carers, children and young people (up to 25 years).</p> <p>How does the service work?</p> <p>The type and range of support offered includes:</p> <ul style="list-style-type: none"> ● Information regarding the local offer, local policy and SEN/ disability law from independently trained staff ● Advice for parent/carers, children and young people on gathering, understanding and interpreting information and applying it to their own situation ● Personalisation of personal budgets ● Information on the local authority’s processes for resolving disagreements, its complaints procedures and means of redress ● Signposting children, young people and parents to alternative and additional sources of local and national information, advice and support ● Individual casework and representation where needed including support in attending meetings, contributing to assessments and reviews and participating in decisions about outcomes for the child or young person. ● Support for parents and young people in managing mediation and appeals to the SEND Tribunal <p>Who is the service for?</p> <p>The service is for parents who have a child/children up to the age of 25 that has/have Special Educational Needs and young people aged 16-25 who have Special Educational Needs. Young people 16 and over can access the service in their own right or with the support of their parents.</p>
<p>Complaints procedure</p>	<p>At RTS we aim to work closely with each family to provide a support package that meets the needs of the individual child. Should a family have any concerns that they wish to raise then the school maintains a complaints procedure policy.</p> <p>Please follow the link to the Complaints procedures policy.</p> <ul style="list-style-type: none"> ● This can also be located on the school's website.
<p>Who can I contact for further information?</p>	<p>Ms Carrick- Steele Lead Practitioner, SENDCo</p>
<p>Contact Information</p>	<p>The Richmond upon Thames School Egerton Road, Twickenham Middlesex. TW2 7SL info@rts.richmond.sch.uk</p>