

SEND Information Report

October 2023



Introduction

Welcome to our SEND information report which is part of the Norfolk Local Offer for learners with Special educational needs and disability (SEND). All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND.

At Reepham High School and College (RHSC) we are committed to working together with all members of our school community, as such we would welcome your feedback and future involvement in the review of our offer, so please do contact us.

Reepham High School and College is an 11-18 rural comprehensive. There are currently 1019 pupils on role consisting of 817 in the school and 202 in our attached college. RHSC became an academy in 2012 and is a member of the Synergy Multi-Academy Trust. There was an Ofsted inspection in February 2020 where the existing good rating was maintained.

Introduction

- ▶ We have an established team;

Our SENCO works across both RHSC and Litcham School. A SENCO for 6 years, including completing the National SENCO (NASENCO) Award within this time, there is experience in SEN across different settings and key stages from EYFS up to post-16 providing a rounded understanding of SEN at all different ages.

The Deputy SENCO has been in post since Sept 2016 and completed multiple training courses and qualifications to maintain current guidelines and good practice.

Our Assistant SENCO has a wealth of experience in SEN in a variety of other local settings. We attend the essential network termly meetings to ensure we keep up to date with changes both locally and nationally.

- ▶ At the high school, our total SEN figure of 17.1% which is in line with the nationally reported average of 17.3%. Within the context of mainstream settings, the national average is 14.8%, demonstrating that our figure for pupils with SEN will be higher than in most mainstream settings.
- ▶ As with national trends, pupils with Autistic spectrum traits continue to be the largest Special Educational Need identified.

SEND Department Structure

The SENCO for Reepham High School is Ben Howell, with the day to day running of SEN at RHSC the responsibility of the Deputy SENCO - Paul Atkins.

He is supported by the Assistant SENCO - David Lloyd and HLTA - Mrs Fuller.

Ben Howell
SENDCo



Paul Atkins
Deputy SENCO



David Lloyd
Assistant SENCO



Francesca Fuller
HLTA



Nikki Warne
Governor SEN Link

Learning Support Assistants

Miss Dennis, Miss Digby, Mrs Fox, Mr Gale, Mrs Larcombe, Mrs Spurrell,
Mr G Rowley, Mr W Rowley, Mrs Scott and Mr Jones

Pupil profile (whole setting)

Year Group	EHCP	SEN Support	Total (% of year group)
Year 7	6	31	37 (20.8%)
Year 8	5	22	27 (17.2%)
Year 9	5	31	36 (20.2%)
Year 10	8	15	23 (15.1%)
Year 11	5	17	22 (12.8%)
Sixth Form	1	4	5 (2.4%)

The data for our setting is skewed by post-16 where there are very few pupils on the SEN register.
As such, a better comparison to national averages can be made by focussing solely on the High School.

Pupil profile (Secondary)

Year Group	EHCP	SEN Support	Total (% of year group)
Year 7	6 (3.4%)	31 (17.4%)	37 (20.8%)
Year 8	5 (3.2%)	22 (14.0%)	27 (17.2%)
Year 9	5 (2.8%)	31 (17.4%)	36 (20.2%)
Year 10	8 (5.3%)	15 (9.9%)	23 (15.1%)
Year 11	5 (2.9%)	17 (9.9%)	22 (12.8%)
Total	29 (3.5%)	116 (13.9%)	145 (17.3%)
National Average	4.3%	13.0%	17.3%
National Secondary Mainstream Average	2.4%	12.4%	14.8%

The proportion of pupils at Secondary age who have an EHCP is 3.5%. This is lower than the nationally reported statistics of 4.3% though higher than the average for pupils in mainstream secondary settings

Our SEN Support figure is currently 13.9%. This is above the nationally average of 13.0% and above the national average of 12.4% for mainstream furtherstill

Physical space

The SEND department has two dedicated rooms for teaching

LB1



LB2



Accommodation

- ▶ The SEN department has recently relocated and now enjoys suited accommodation right in the heart of the school.
- ▶ This consists of LB1, a central office and a second flexible teaching space.
- ▶ This second area is fully equipped with computers and teaching facilities.
- ▶ It can be used for small group teaching, multiple 1-1 sessions or independent learning.
- ▶ It can also be used as a strategic withdrawal room for pupils in need of time and space.

Rationale

‘It is our goal that every pupil should leave RHSC as a well-rounded young person with the skills and resilience that they will need to be successful in their future.’

At Reepham High School and College we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be more responsive to the diversity of children’s backgrounds, interests, experience, knowledge and skills. We aim to achieve this by valuing high quality teaching for all learners and actively monitor the teaching and learning in our school.

We want to achieve a learning environment which is flexible enough to meet the needs of all members of our school community, whilst striving to achieve a GCSE in the subjects chosen by the individual.

Initial Identification

At RHSC we identify students with SEND using a variety of different routes.

We encourage information sharing between RHSC and the feeder primaries and go out of our way to achieve this. Throughout the year the Deputy SENCO will attend key meetings at the primaries involving Y6 pupils. (Last year we have also seen Y5 pupils). In the summer term members of staff will make various visits for induction meetings with staff, pupils and parents. This culminates in an extra induction morning specifically for some of our SEND pupils and a full 2-day induction for everyone.

When at RHSC pupils are assessed regularly through both formative and summative assessments. Good communication with teachers is key to early identification of SEND and we rely on their feedback and supporting evidence of work. We have an internal Exams Assessor, Mrs Welford, who works closely with the department and can advise on eligibility for support during exams.

Initial Identification

At all points we strive to include parents, recognising that their children moving to high school is a massive change for them too. We aim to encourage pupil independence without losing the vital information that parents can provide.

In the summer term before transition, an Induction evening allows for parents to meet with the Deputy SENCO who is available to answer specific questions and have appointments with individuals who have been identified by the primary schools and the extra induction morning.

In Y7, a settling in evening with tutors takes place in the first half term followed by a parents evening towards the end of the year. The Deputy SENCO will be present at these evenings as well as parents evenings for each year group after that.

Ongoing Identification/Support

The next step is often the completing of screening tests and baseline assessments; some that we have used this year are:

- ▶ Reading speed, accuracy and comprehension tests
- ▶ Spelling tests, phonic awareness tests
- ▶ Handwriting speed
- ▶ BPVS III and Dyslexia Profiling tool
- ▶ Throughout their time at RHSC pupils can benefit from a variety of personalised support measures such as small groups, the Fresh Start programme and Dyslexia Gold. We also introduce pupils to technology that will help them to access the curriculum, such as Texthelp Read/Write. This enables those weaker readers the opportunity to use technology to assist their reading and become familiar with this as a normal way of working in preparation for exams.



Outside Agencies

RHSC has developed many links this year which, amongst others, includes:

- ▶ Willow Tree Learning - Essential Network meetings with other SENCOs
- ▶ CEPP (Child and Educational Psychology Practice) - Educational Psychologist and Specialist Teacher support.
- ▶ Dyslexia Outreach Service - including update training for exams access arrangements
- ▶ Real Training
- ▶ Virtual School for Sensory Support
- ▶ Benjamin Foundation
- ▶ At any point we may also liaise with medical experts and external agencies, including Paediatricians, CAMHS and GPs.

New Provision

We constantly review the provision we have available. By doing so we have identified the following as interventions we shall look to introduce next year:

- * Emotional Literacy - Use of Social Language
- * Smart Moves - Additional Year 7 transition programme
- * Additional KS3 Maths interventions
- * Working Memory interventions
- * Resilience and CBT

ACE

In KS3 we have an ACE (Accelerated Curriculum Enhancement) program. This is provision for a small number of pupils from Y7-9 who have many of the Core subjects taught separately from their peers.

- ▶ We currently offer three separate maths classes - Year 7, Year 8 and Year 9
- ▶ Fresh Start in Years 7 and 8
- ▶ Science in Years 7 and 8
- ▶ The Additional literacy support (Fresh Start) for Years 7 and 8 is for identified pupils who we feel would benefit from doing this rather than attending Modern Foreign Languages.

These pupils have lessons with HLTAs and staff specialists.

They may be taught 1-1 or in groups ranging between 2 -10 pupils.

The rest of the timetable consists of being taught in their mainstream classes with their peer group.

ACE - Continued

ACE provides us with the opportunity to further adapt the work for these pupils and delivered at a pace suitable to meet their needs.

The pupils in ACE are encouraged to work together; creating an ethos of empathy and understanding is a priority. We have homework/independent support time built into their curriculum.

Pupils within ACE are monitored regularly, particularly in situations where pupils may have very weak literacy skills that could do well in other less literacy-based subjects such as Maths. With this provision they will benefit from the small, highly differentiated ACE support in subjects where there literacy is a significant barrier whilst still attending mainstream maths lessons and being pushed to achieve their potential. This will raise aspirations and help with differentiation in the supported group. We are also able to have more significant input with a number of pupils that find maths more difficult.

Further Adaptations

We expect all staff to endeavour to meet the individual needs of SEN students by offering appropriate differentiation in the classroom. All staff have access to key SEN documentation through Provision Map. On here staff can expect to find detailed Learning Plans for students with recommended strategies to support both their learning development and emotional needs.

Some of our supportive strategies include, but are not limited to:

- ▶ Careful use of seating plans
- ▶ Use of writing frames, exemplar materials and scaffolded work.
- ▶ Access to appropriate technology such as laptops, C-scan pens or Read/Write.
- ▶ Printing resources/producing PowerPoints on appropriate coloured backgrounds
- ▶ Matching questioning to student need
- ▶ Increased “Checking in” with students to clarify understanding
- ▶ Supporting verbal instructions with written printouts
- ▶ Providing high levels of positive feedback and praise where possible

Nurture Space

LB1 is open from 8am everyday and available for pupils to use at break, lunch and before school. This is a vital part of the daily contact that we have with pupils.

We aim to model and encourage positive interactions by having a policy that there is no technology until 1.30pm. This means the students have at least 20 minutes to eat, interact in conversation and complete any homework with the offer of support from staff in the room before turning their attentions elsewhere.

Although LB1 is considered a 'safe place' by a number of students, we have noticed a positive shift in the range of students that we have welcomed to this room over the last few years. We feel that this has helped remove the historic stigma attached to this room which was widely considered as only available for those with SEN.

Acting on feedback

The School was subject to an Ofsted inspection in Feb 2020 and continues to be a good school.

[file:///M:/OFSTED%20RHSC%20February%202020%20\(2\).pdf](file:///M:/OFSTED%20RHSC%20February%202020%20(2).pdf)

“Teachers understand how to meet the needs of pupils with special educational needs and/ or disabilities (SEND). Staff are trained to plan work for pupils with SEND. Teaching assistants are used effectively to support pupils with SEND in lessons. Pupils with SEND achieve well; their outcomes at GCSE are similar to those of other pupils.”

Moving Forward

- ▶ We believe our communication with parents and carers is good and we are in daily email contact with some. We would like to expand on this and get more feedback from parents.
- ▶ We have introduced home school record books for some pupils and lesson by lesson monitoring card which helped some students retain their focus.
- ▶ We aim to continue improving internal communication, through embedding the use of Provision Map as well as a half-termly SEN focus on staff bulletins.
- ▶ Our SEN staff have recently been given the opportunity to complete a range of training webinars delivered by the National College to aid their professional development.

Contact Us

SENCo - Ben Howell - bhowell@synergymat.co.uk
Deputy SENCO - Paul Atkins - patkins@reephamhigh.com
Assistant SENDCo - David Lloyd - dlloyd@reephamhigh.com

Telephone - 01603 870328 (Ext 1015)

Local Offer

Website: <https://www.norfolk.gov.uk/children-and-families/send-local-offer>

On Twitter: @send_offer



Norfolk SEND Information, Advice and Support Service (SENDIASS)

Norfolk SENDIASS provide free and impartial information, advice and support about Special Educational Needs and Disabilities for children, young people, parents and carers.

Their website is <https://www.norfolksendiass.org.uk> or you can contact them as below

Telephone: 01603 704070

Email: norfolksendiass@norfolk.gov.uk

SEND Related Qualifications

Ben Howell

National Award for SEN Coordination (NASENCo)

BSc (Hons) Mathematics & PGCE

Paul Atkins

CACHE Level 3 Teaching Assistant & Learning

BTEC Level 3 Award - Working with Sensory Impaired Young People (Deafness)

BTEC Level 3 Award - Working with Sensory Impaired Young People (Vision Impaired)

SENDCo New to Role (Willow Tree Learning)

Jacqui Welford

Certificate of Psychometric Testing Assessment and Access Arrangements (CPT3A)