

SEND Information Report

2019-2020

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 1060 pupils on role including 218 in our attached college. RHSC became an academy in 2012 and has recently become a member of the Synergy Multi-Academy Trust. There was a short Ofsted inspection in May 2016 where the existing good rating was maintained.

Introduction

We have an established team, The SENCO has been in post since May 2016 and completed the national award for SEN Coordination in July 2017. The Assistant SENCO has been in post since Sept 2016 and has recently completed the 'SENCO New to role induction programme' training through Willow tree Learning. We also attend the essential network termly meetings to ensure we keep up to date on changes both locally and nationally. We were please to take on 4 new LSAs this time last year, three of which are continuing in role next year and one has moved on to another post within the school. There is now a clear direction which we are all working together to achieve and looking forward to implementing further positive changes.

Overall our total SEN figure of 15.7% Is broadly in line with the nationally reported statistic of 14.9%. As with national trends we are also seeing more pupils with Autistic spectrum traits.

On the next two slides you will find further information about the staff and pupil breakdown:

SEND Department Structure

Amanda Barley
SENCO



Paul Atkins
Assistant SENCO



Miss Fuller
Fresh Start
Instructor/DSL

Mrs Hazelwood
HLTA for Science & Ace

Miss Rowley, Mrs Scott, Mrs Nunn, Mrs Fox, Mr Rowley,
Miss Reid, Mrs Rouke
Learning Support Assistants

Pupil profile

Year Group	EHCP	SEN Support	Total (% of year group)
Year 7	1	30	31/159 (19.5%)
Year 8	4	35	39/177 (22.0%)
Year 9	4	38	42/186 (22.6%)
Year 10	4	21	25/164 (15.2%)
Year 11	6	16	22/156 (14.1%)
Sixth Form	1	7	8/218 (3.7%)

*Data taken at time of census Spring 2019

The proportion of pupils who have an EHC Plan or Statement is 1.9% which is lower than the nationally reported statistics of 3.1%. Conversely our reported figure for SEN support is 13.9% which appears slightly high.

This is not a surprise to us as we have identified and are currently supporting several pupils through the EHCP process.

Physical space

The SEND department has three dedicated rooms for teaching

LB1



LB2



IN1



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 value high quality teachers for all learners and actively monitor teaching and learning in the school.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners and staff regularly assess ensuring that learning is taking place.

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 SENCO will attend key meetings at the primaries involving Y6 pupils. (This 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 now have an internal exams Assessor, Mrs Welford who works closely with the department and can advise on eligibility for support.

Initial Identification

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

In the summer term before transition we have an Induction evening where the SENCO and Assistant SENCO are 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 we have a settling in evening with tutors in October and a parents evening towards the end of the year. The SENCO will be present at these evenings and from then on at every afterschool parents evening.

Ongoing Identification

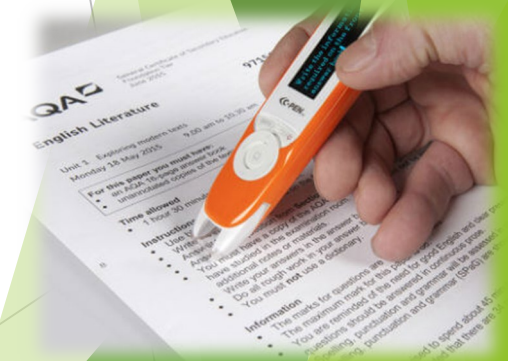
The next step is often the completing of screening tests and baseline assessments; some that we have used this year are:

- ▶ Reading speed, accuracy and comprehension tests
- ▶ Spelling tests, phonic awareness tests
- ▶ Handwriting speed
- ▶ LASS 11-15 (Identification of dyslexia and problems with learning)
- ▶ Throughout their time at RHSC pupils can benefit from a variety of personalised support measures such as small groups, the Fresh Start programme, IDL Cloud dyslexia intervention, Precision teaching and Peer reading. We also introduce pupils to technology that will help them to access the curriculum, such as C-Scan Reading pens, Claro Scan and Google Docs -Voice typing.



At any point we may also liaise with medical experts and external agencies, including Sensory Support, Paediatricians, CAMHS and GPs.

RHSC has also developed links with Willow Tree Learning and CEPP (the child and Educational Psychology Practice), as well as making good use of resources within our Cluster and across the county.



Outside Agencies

RHSC has developed many links this year including:

- ▶ Willow Tree Learning
- ▶ CEPP (the child and Educational Psychology Practice).
- ▶ Dyslexia Outreach Service
- ▶ Real Training
- ▶ Virtual School
- ▶ Benjamin Foundation

We have attended a network event with City College regarding exams access and continue to meet SENCOs within our cluster.

New Provision

This year we have continued to use an intervention called IDL Cloud. This is an online programme aimed at raising literacy levels across a range of areas.

The programme is pupil specific and is designed to base tasks around the individual's ability. This is initially aimed at our key stage 3 students and has the capacity to be accessed at home for parental involvement.

We have put peer reading on hold for now whilst we are working on interventions to improve memory and resilience. We are looking at other possibilities working in partnership with the sixth form enrichment programme to get this running next year. The department continues to promote use of technology. Working alongside the Exams officer with exams access in mind, the department have purchased C-Scan pens and android tablets which we will use alongside laptops to aid and encourage independence.



ACE

In KS3 we have an ACE program which stands for Accelerated Curriculum Enhancement. 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 have 10 students in this group with the year groups and genders being shown in the table below.

Year Group	Male	Female
Year 7	2	1
Year 8	3	0
Year 9	3	1

These pupils have lessons with HLTAs and staff specialists.

They may be taught 1-1 or in groups ranging between 3 -10 pupils.

They follow the full curriculum with the exception of MFL and staff liaise with departments to ensure quality teaching and comparable assessments.

ACE

We have the opportunity to further differentiate the work for these pupils and often have various levels being delivered on one theme.

The pupils in ACE are encouraged to work together; creating an ethos of empathy and understanding is a priority.

During our PSHE lessons this year we have delivered a new ASDAN programme called Key Steps. Key Steps is a comprehensive programme of activities in a range of topic areas covering Citizenship, PSHE, Environment Education, Personal Finance Education, Enterprise and Internationalism.

Upon the completion of this programme the students will receive a certificate and gain two credits which can be used towards the ASDAN Personal Development Programmes.

We have homework/independent support time built into their curriculum.

We are always looking for ways to extend their learning into the wider world and have links with things like the Allotment Project. Many of our students have shown great interest in this and regularly attend during lunchtime.

This year the ACE pupils continued with our tradition of helping out with preparations for the carol concert by decorating the church Christmas tree.

ACE

This coming September we have planned to split the Maths teaching from the traditional ACE provision and create 3 separate groups across Y7-9 that run alongside the mainstream maths lessons.

The reasons for this are two fold. There are pupils coming to us with very weak literacy skills that actually do well in Maths. With this new 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.

The second benefit is we can intervene with more pupils in maths and collaborate with the maths department to select these pupils. This will help to make the setting tighter across all of the Maths classes on the A-side.

Finally we hope there is another benefit, one of the strengths of ACE is it's a small group, but this does limit social interactions between pupils. Expanding the Maths groups should help some individuals to mix more, whilst still being supported in a small group.

Further Adaptations

We expect all staff to seek to meet the individual needs of SEN students by offering appropriate differentiation in the classroom. All staff have access to key SEN documentation through our electronic management system.

Some of our supportive strategies include:

- ▶ •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 tablets.
- ▶ •Printing resources/producing PowerPoints on appropriate coloured backgrounds
- ▶ •Matching questioning to student need
- ▶ •“Checking in” with students to clarify understanding
- ▶ •Using teaching and learning methods which are flexible and varied and appeal to different learning styles
- ▶ •Supporting verbal instructions with written printouts
- ▶ •Providing positive feedback and praise where possible

Nurture Space

LB1 is open from 8am everyday and available for pupils to use at 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 1pm. This means the students have at least 30 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 this year. More students across the school are willing to access this room for support and with the new year 7s being regulars, we are starting to eliminate the stigma attached that this is just a room for 'special needs'.

Acting on feedback

The SEND department has continued to develop at a rapid rate.

- ▶ We have turned our attention to developing new intervention on memory skills and resilience as these are two areas of increasing need.

Moving Forward

- ▶ Further work is planned on precision teaching and the re-start of the peer reading sessions.
- ▶ We generally communicate well with parents and are in almost daily email contact with some. We would like to expand on this and get more feedback from parents. Ideas for this are a brief electronic survey for views, and informal termly coffee mornings and or a termly newsletter.
- ▶ We are working on improving internal communication, and intend to use the bulleting to have a half-termly SEN focus next year.

Contact Us

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Local Offer

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

On Twitter: @send_offer



Norfolk Local Offer

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Norfolk's Local Offer - your 'one stop shop' for information about special educational needs and disability (SEND) in Norfolk