

SEND Information Report 2020-2021

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 1062 pupils on role including 204 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, The Deputy SENCO has been in post since Sept 2016 and completed the 'SENCO New to role induction programme' training through Willow tree Learning Sept 2018 - July 2019. We also attend the essential network termly meetings to ensure we keep up to date on changes both locally and nationally. Last year we had some mid-year changes to our LSA team but we are pleased that we are retaining all staff going into next year. This coming year we will also have a Hearing-Impaired specialist specifically supporting one pupil in Y7.

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

Paul Atkins
Deputy SENCO



Miss Fuller
Fresh Start
Instructor/DSL

Mrs Hazelwood
HLTA for Science & Ace

Miss Dennis Mrs Digby, Mrs Fox, Miss Lal, Mrs Nunn, Mr Rowley, Mrs Scott
and Miss Sinclair
Learning Support Assistants

Mrs Cornwell Specialist Sensory Support Assistant

Pupil profile

Year Group	EHCP	SEN Support	Total (% of year group)
Year 7	8	15	23 (13.8%)
Year 8	2	25	27 (16.0%)
Year 9	2	26	28 (17.2%)
Year 10	4	16	20 (11.4%)
Year 11	5	21	26 (14.1%)
Sixth Form	1	3	4 (1.7%)

*Data taken at end of Sept in line with census 2020 - Two EHCP have recently been granted

Our SEN Support figure is now 9.6% this is below the nationally reported statistic of 12.1%. This is due to us regularly reviewing our record and also particularly high intake of Y7 pupils with EHCP's.

The proportion of pupils who have an EHC Plan or Statement is 2.0% which is lower than the nationally reported statistics of 3.3%. However this takes in account all EHCP pupils up to the age of 25. Therefore our percentage of 2% is slightly higher than the comparative statistic of 1.53% in Norfolk and 1.77% Nationally

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 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 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 Deputy SENCO 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 we have a settling in evening with tutors in October and a parents evening towards the end of the year. The Deputy SENCO will be present at these evenings and from then on at every afterschool parents evening.

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, 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.
- ▶ This year we are trialling two digital exam support providers in the hope that we can replace existing technology and human readers with a school wide support program.



Outside Agencies

RHSC has developed many links this year including:

- ▶ Willow Tree Learning - Essential Network meetings with other SENCOs
- ▶ CEPP (the child and Educational Psychology Practice).
- ▶ 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

This year we are looking at expanding our communication and interaction provision in line with the incoming needs of our pupils. We are looking at purchasing and delivering a program on social use of language.

We have purchase some functional English books and are going to review provision with the Head of English later in the year. Due to lockdown a small number of Y8 pupils have continued on the Fresh Start program in place of MFL. This is something that we want to look at expanding on if possible.



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

Last year we successfully 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 were 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. We are also able to have more significant input with a number of pupils that struggle with maths that would traditionally not have benefitted from the ACE program.

ACE

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.

This year we have taken this one step forward and made some bespoke time in the curriculum for 1:1 support from some pupils with and EHCP taking only one MFL.

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'.

(Due to Covid-19 restrictions we have had to limit this space to Y7 & 8 only. We have opened a second space, EN7 to provide for the older pupils)

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 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 have introduced home school record books for some pupils and a log of work for one pupil so that multiple staff can track work being completed.
- ▶ We are working on improving internal communication, and intend to use the bulleting to have a half-termly SEN focus next year. We are also working on using more of SIMs and Microsoft teams. CPOMS has been introduced to the school this year as a way of recording and monitoring safeguarding issues. If this is successful we could move to using this for SEN also.
- ▶ During lockdown some staff completed training courses such as mental health first aid, supporting pupils through grief and working with parents/carers of children with SEND.
- ▶ Last year 3 staff also completed training with the virtual school for sensory support to gain their BTEC Level 3 Award for Teaching Assistants working with Sensory Impaired Young People.

Contact Us

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Local Offer

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