



SPT SEND information report

Rayner Stephens High School

Date: September 2022

Policy

We support children with special educational needs in line with the Trust's Policy. The Trust's policy and this information report apply to children and young people who have. We are an inclusive school, and as such, support the Local Authority's Local Offer for children and young people with SEND.

School contact details

Our SENCO is Miss R Knowles r.knowles@rshs.spt.ac.uk 0161 338 2374

1. The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties.

2. Identifying students with SEND and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- It is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs, challenges in behaviour modification and any other concern raised by teachers or support staff.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND. Other factors such as English as an additional language, traumatic events or persistent behavioural difficulties does not mean that a student is recorded as having SEND. The Graduated Response will be applied to look for early identification of SEND should it be required.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents/carers. We will use this to determine the support that is needed and



whether we can provide it by adapting our core offer, or whether something different or additional is needed.

3. Consulting and involving students and parents/carers

We will have communication with the student and their parents/carers when identifying whether they need special educational provision. This communication will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We consider the parents'/carers' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's records.

We will consult with parents/carers regarding the decision that their child requires additional SEND support.

For KS2-3 admissions the SENDCO and ASEND COs liaise with Primary SENDCOs to ascertain SEND information. As part of the transition process SEND students are highlighted to the SENDCO/ASENDCO and follow up information is gathered.

All students are screened on entry and a decision is made regarding any SEND need. This includes students' non-routine admissions (mid-year). Any SEND student making a non-routine transfer will be part of our school's admissions process and SEND information will be gathered at the admissions' meeting or Off-Site Directive meeting and information is sought from the child's previous school.

Parents/carers of students at RSHS on the SEND register will be informed and invited to a planning meeting. Parents will be involved in the Plan, Do, Review cycle. See Section 4 below. Information will be sent home after the meeting to outline decisions made as part of the planning.

Where the student is SEND and under the care of the Local Authority or Children's Social Care are supporting the family, RSHS will liaise with Children's Social Care to ensure correct support in place.

4. Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review** as outlined in the Code of Practice.

The class or subject teachers will work with the SENDCO, ASEND COs and Learning Support Assistants to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.



All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

A document that you might find helpful – is something called [The Graduated Response](#)

Parents will be invited to termly reviews to discuss their child's progress, these will take the form of Parents' Evenings, AIG evenings and/or specific meetings with the SENDCO/ASENDCOs

All parents will be sent regular Data reports and there is an opportunity to discuss this report with their child's Head of Year. Parents of SEND students are invited to discuss with the SENDCO/ASENDCOs their child's report at any of the parent's evenings throughout the year.

5 Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is coming from or moving to. For students moving to another setting we will agree with parents/carers and student's which information will be shared as part of this.

EHCP review meetings for students in 11 include a representative from Positive Steps (a service that focusses on next steps and careers progression). All Year 10 and 11 SEND students have Careers Interviews with Positive Steps as a priority. All children with an EHCP have access to Careers Advice.

There are guided choice discussions to support Year 9 students with their choices and the move to KS4. These discussions will form part of the Review process.

For Year 11 SEND students, we have links with Post 16 providers and liaise with them regarding transition to KS5, offering additional visits and taster days as required.

All students can attend careers fairs and have college taster days.

Bespoke and individual transition packages can be arranged when required or when specified in EHCP provision.

As per Section 3, SENDCO/ASENDCOs liaise with local primary schools and can arrange bespoke transition packages which could include additional days.

There are several transition opportunities such as; opportunity to speak to the school's SENDCo at Transition Evening, Year 5 learning opportunities, Year 6 Parental meetings. This is not an exhaustive list, and as mentioned above bespoke transition meetings/sessions can be arranged with the SENDCo.

6 Our approach to teaching students with SEND

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to students who have SEND. The curriculum is adapted to meet the needs of all students within the classroom.

We have several different interventions, and these are under constant review to aim to meet the needs of our young people. Below is our Provision Map to show examples of some of the interventions that we can offer:



Whole School Provision Map by SEN Category:

Broad SEN Area of Need	Specific Area of Need	Intervention Offer
Cognition and Learning	<ul style="list-style-type: none">• Specific learning difficulties• Moderate learning difficulties• Profound and multiple learning difficulties• Severe learning difficulties	In class support, EHCP provision, EAL intervention (KS3), Bedrock, catch up (Year 11), Access arrangement training, SEND / DA Mentoring, English intervention, Maths intervention, Screening Dyslexia and Dyscalculia.
Social Emotional Mental Health	<ul style="list-style-type: none">• Attention deficit hyperactivity disorder• Anxiety• Oppositional defiant disorder• Other mental health conditions	In class support, EHCP provision, Zones of regulation, think good feel good, Emotional Based School based avoidance, Emotion coaching, SEND/DA Mentoring, Teens and Toddlers, Art Therapy, Lego Therapy, City Year UK, Behaviour Outreach Programme, Forest School and onsite AP.
Communication and Interaction	<ul style="list-style-type: none">• Autism spectrum disorder• Autistic spectrum condition• Speech, language and communication	In class support, EHCP provision, Social skills, Comic strips/social stories, Lego Therapy, Zones of Regulation, Art Therapy.
Physical and Sensory	<ul style="list-style-type: none">• Hearing impairment• Visual impairment• Multi-sensory impairment• Physical disability	In class support, EHCP provision, Laptop training, Sensory Audit, Art Therapy.

This is not an exhaustive list and appropriate interventions will be discussed and implemented as appropriate.



7 Adaptations to the curriculum and learning environment

Our approach to adapting the curriculum and the learning environment is described in our Equality information and objectives statement. We aim to have a highly ambitious curriculum for all students. We make the following adaptations to ensure all students' needs are met:

- Adapting our curriculum to ensure all students can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, reading pens and iPad.
- Flexible lesson timings pass for students with physical needs or students with ASD
- Seating plans consider students' physical and environmental needs.
- Lift and toilet pass
- Hive pass for students with SEN needs to access "The Hive" (Inclusion Base)
- Access to "The Hive" during social
- Access to the sensory room for students with SEMH/ASD to re-regulate.
- Subject leaders work closely with SENDCo/ASENDCo to make suitable adaptations.
- RSHS will work with external professionals to make adaptations

8 Additional support for learning

We have Learning Support assistants and teachers who are trained to deliver interventions such as, Read Write Inc. Phonics, exam stress support, mentoring, handwriting support, organisational support, ASD Social groups, Lego Therapy, Think Good Feel Good and Zone of Regulation.

We have EAL interventions to support with young people where English is an additional language. This is not part of our SEND offer- but students with EAL and SEND are able access these interventions should it be necessary.

We work with several agencies including the following to provide support for students with SEND:

Tameside Educational Psychology Service - the EP service works directly with the child, they may complete assessments, school may consult with the service for advice, they may observe the child in lessons and offer advice and suggestions to school. The EP service may attend other meetings such as EHAs, reviews etc.

CAMHS – this is a service we can refer to or families may already have been referred to. We will seek advice from the professionals at CAMHS to ensure that SEMH needs are being met in school.

Specialist Outreach Support Services (SOS)– this is a Tameside based service and RSHS can refer to support from this service for children that may need to access the ASD or ADHD pathway. The Student Support Service team may come in to RSHS to



observe a child in lessons or may meet with professionals in school to offer advice and suggestions.

OKE (Our Kids Eyes) is a service to support families with SEND and can include pre and post diagnostic support.

Occupational Therapy and Physiotherapy services. We will access these services for students with additional physical needs. The service may attend review meetings, and will offer training, advice, and support for staff. They may deliver bespoke therapy sessions.

SALT- Speech and Language Therapy- we can make a referral to discuss the needs of your child and a therapist may come and discuss strategies to use with your child

Tameside Visual Impaired Team – this service will come into school to check equipment, offer advice to staff, lead and plan training sessions, modify resources when required and offer quality first teaching strategies.

Tameside Hearing Impaired Team as above but for a child with a hearing impairment.

Off the Record - this is a counselling service that RSHS use, access to this service is part of the Graduated Response at RSHS

Early Help - this is a service that be accessed by any child that may need additional support in the family home. This service is accessible to all. This service may be accessed to form part of an EHA (Early Help Assessment). SENDCO/ASENDCO will liaise with the Safeguarding Lead to access Early Help as required.

9 Expertise and training of staff

We have currently a team of 3 HLTA's assigned to Core Subjects and 4 full time TA's who support our SEND students in a variety of different ways.

In the last academic year, staff have been trained in ADHD strategies, delivering support to low literacy learners, OTAP(Outstanding teaching assistant programme, EBSA (Emotionally based school avoidance), Use of Screening tools, Lego Therapy, Zones of Regulation applying for exam arrangements, how to invigilate, using Social Stories, using Reading pens, using scaffolding support framework, training on adaptations, reviewing and setting targets, SEND team hold Drop ins for staff, SEND strategies are shared in briefings, training for staff around specific medical needs.

10 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions, using entry and exit data, which is typically 8-10 weeks and will be reviewed by SENDCO/ASENDCO and the intervention lead. Any reviews of interventions will be shared with parents through the Graduated Response and, where relevant, as part of the Learning Plan review process.
- Using student questionnaires and student voice activities
- Monitoring by the SENCO/ASENCO
- Using provision maps to measure progress
- Holding annual reviews for students with EHC plans



- Listening to parental voice through the review meeting process
- Analysing student data (academic, behaviour, attendance)
- Staff feedback- including feedback from T&L team

11 Enabling students with SEND to engage in activities available to those in the school who do not have SEND

All our extra-curricular activities and school visits are available to all our students, and they are encouraged and supported to take part, including our before-and after-school clubs.

All students are encouraged to go on our residential trips. All students are encouraged to take part in sports day/school plays/special workshops, etc.

Children with SEND and disabilities are actively encouraged to go on trips (including residential) and attend all clubs. Where appropriate, parents will be consulted from the planning stage and all risk assessments and adjustments made to ensure children with SEND can safely access and enjoy the social and skills development that such activities bring. Adaptations will usually be part of risk assessment and may include additional staffing, time amendments or amended equipment.

12 Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEND are encouraged to be part of the school's leadership opportunities
- Students with SEND are also encouraged to be part of initiatives/clubs to promote teamwork/building friendships etc.
- Bespoke interventions such as Healthy Hyde and Counselling
- Access to "The Hive" during social times and during school day (where flexible timing passes are used)
- The application of the school's behaviour system considers individual students' SEND needs

We have a zero-tolerance approach to bullying; further detail can be found in the Trust's anti-bullying policy. Research suggests that children with SEND are more likely to experience bullying- and at RSHS the Personal Values curriculum promotes inclusivity.

13 Complaints about SEN provision

Complaints about SEND provision in our school should be made in line with the Trust's complaints policy.

Please speak to Pastoral Team or RSHS's SENDCo in first instance if you have a concern.



RSHS's complaints policy is available on the school's website.

The parents/carers of students with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

14 Contact details of support services for parents/carers of students with SEND

The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) offer impartial, confidential and free support. They can be contacted on: 0161 359 8005 with information provided at: <https://www.togethertrust.org.uk/SENDIASS>

15 Contact details for school

You can contact the SENDCO- Miss R Knowles r.knowles@rshs.spt.ac.uk or

Assistant SENDCO – Mrs Emma Cowling E.cowling@rshs.spt.ac.uk 0161 338 2374

16 The local authority local offer

Our local authority's local offer is published here as well on RSHS's website:

<https://www.tameside.gov.uk/localoffer>