



# SEND Information Report 2019

---

## Rye College (October 2018)

### Meeting the Needs of Pupils with Special Educational Needs and Disabilities

Our mission is to 'create bright futures for all'. With this in mind, we work hard to ensure that every child is happy and well supported on their educational journey with us. We want every child to grow and flourish in our care.

Our college is set in the attractive heart of 1066 country and is a place where students feel safe and have space to learn. We pride ourselves on being a closely-knit community where students are known as individuals and where their talents are nurtured.

As a member of the Rye Academy Trust, we are part of a family of schools that serve the young people of Rye from two to sixteen years of age, truly making us a 'local community college'. We are driven by a pursuit of high academic standards regardless of start points and a desire for all students to experience an exceptional education.

#### **Our aim**

To challenge every learner to exceed their own expectations of themselves; create a can-do culture and the resilience to excel; include all members of our community through shared endeavour; and nurture diverse skills, talents and abilities whilst celebrating excellence.

#### **Equality and Inclusion statement**

At Rye College, we value the individuality of all our children and employees. We aim to be a happy, safe and welcoming environment where all can achieve irrespective of age, disability, ethnicity, faith, gender or sexuality.

Rye College actively promotes and practices acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the students develop and demonstrate skills and attitudes that allow them to participate fully in and contribute positively to life in modern Britain.

The Trust is committed to the promotion of Equal Opportunities for all members of the college community; discrimination on any basis is totally unacceptable in any of our schools.

#### **Safeguarding**

Rye College is committed to safeguarding and promoting the welfare of students and expects all employees and volunteers to share this commitment. We have a number of policies and procedures in place that contribute to our safeguarding commitment, including



our ‘Safeguarding, Child Protection and Prevent Policy’ which can be viewed in the ‘Policies’ section of our website. We are equally committed to promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. In doing so, we provide students with the knowledge, skills and understanding to play a full and active part in society.

Our Designated Safeguarding Leads are Mr Barry Blakelock (Executive Head Teacher) and Miss Jest Carpenter (Deputy Head Teacher).

### Special Educational Needs and Disability

Students come to school with a variety of needs. Each student has a right to have those needs recognised and met. By taking account of those needs and differentiating our resources and practice, we provide an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their abilities or disabilities.

Not all students with disabilities have special educational needs (SEND) and not all SEND students meet the official definition of disability. Students have special educational needs if they have a learning difficulty or disability that requires additional support, that is, more than is normally offered in a classroom.

We are aware of the need for parental involvement in the support of our students and seek fully to involve parents and families in the SEND process and provision. We aim for all of the students on the SEND register to be integrated fully into mainstream classes and be supported as appropriate by all employees.

<b>Information and Guidance:</b>	
<b>Who is the SENCO and how do I contact them and other key people in our school?</b>	
Class teacher or form tutor	<p>He/she is responsible for:</p> <p>Adapting and refining the curriculum to respond to strengths and needs of all pupils. Checking on progress of your child and identifying, planning delivery of any additional support.</p> <p>Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.</p>
<p>SENCO</p> <p><b>Mr Townsend</b></p> <p>Tel: 01797 222545</p> <p>Matthew.Townsend@ryeacademytrust.org</p>	<p>Applying the school’s SEND policy.</p> <p>If you have concerns about your child you should speak to your child’s class teacher/form tutor first. You may then be directed to the SENCO.</p> <p>He is responsible for:</p> <ul style="list-style-type: none"> <li>○ Coordinating provision for children with SEND and</li> </ul>



	<p>developing the school's SEND policy.</p> <ul style="list-style-type: none"><li>○ Ensuring that parents are:</li><li>○ Involved in supporting their child's learning.</li><li>○ Kept informed about the range and level of support offered to their child.</li><li>○ Included in reviewing the progress of their child.</li><li>○ Consulted about planning successful movement (transition) to a new class or school.</li><li>○ Liaising with a range of agencies outside of school who can offer advice and support to help students overcome any difficulties.</li><li>○ Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.</li></ul>
<p>Head of College</p> <p><b>Mr Downes</b></p>	<p>He is responsible for:</p> <p>The day to day management of all aspects of the school, including the provision made for students with SEND.</p> <p>Supporting the school to evaluate and develop quality and impact of provision for students with SEND across the school.</p>

### What types of special educational needs and disabilities does our school cater for?

Rye College supports the needs of students as described by the SEND Code of practice 2014. A young person is considered to have SEND (Special Educational Needs or Disability) if they have a learning difficulty or disability which calls for special educational provision to be made for them. They may have significantly greater difficulty in learning than the majority of others of the same age or have a physical disability which affects their access to the learning environment.

SEND needs are described in the Code of Practice:

**Communication and interaction** – this includes children/young people with speech language and communication needs (SLCN) and those with an Autism Spectrum Disorder (ASD) including Asperger's Syndrome.

**Cognition and learning** – this includes children/young people with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes children/young people with specific learning



difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

**Social, Emotional and Mental Health needs** – which may include becoming withdrawn or isolated, or displaying challenging, disruptive or disturbing behaviour. Some young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

**Sensory and/or physical needs** - this includes children/young people with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD).

### **How does our school identify special educational needs and disabilities?**

Should a student not make expected progress, the school will investigate why this is and the SENCO will arrange for the student to be assessed for SEND needs if this is appropriate. This could be through assessments available in school or through external agencies.

At Rye College the HLTA for literacy and numeracy will assess the students' abilities in those areas in more depth at the beginning and end of an intervention. A dyslexia screening test is available through the SENCO or HLTA for literacy, and students with SEMH needs can be assessed through Boxall on-line. The SENCO can also refer students to external agencies such as Occupational Therapy, Speech and Language Services, and CAMHS for further assessment, should they meet the criteria these agencies set.

When a student is confirmed as having SEND needs, this will be shared with the appropriate staff, e.g. their teachers and support staff, and the student will be put onto the SEND register at either SEND Support or Vulnerable. This SEND 'status' appears on teachers classroom registers and mark sheets to identify them.

Tests and Examinations: Access Arrangements:

For some students, additional arrangements and adjustments can be made to enable them to fully access a range of tests and examinations. This might include additional time, rest breaks or the use of a word processor. The SENCO will inform you about eligibility and applications for these arrangements. Only tests and assessors authorised by the school and recognised by JCQ can be accepted for access arrangements for public examinations. The school reserves the right to use the expertise and judgement of staff within the school to inform their decisions about access testing eligibility.



### **How does our school consult with parents/carers and how do we work in partnership with parents/carers?**

Parents of SEND students at SEND Support with an Additional Needs plan or with an Education Health Care Plan are invited to review the students' progress at progress reviews held three times per year.

Parents are encouraged to contact a member of staff providing a specific intervention or during longer periods of support for students with SEND to discuss the young person's progress.

Written reports can be expected from external agencies when they provide an intervention.

The aim of additional support is to help the student make expected progress at school, and the parents/carers of students with SEND should see this reflected in the teachers' progress reports which are sent home to every child's parent or carer.

### **How does our school consult with pupils with special educational needs and disabilities and how do we promote pupil voice?**

Students with Education, Health and Care Plans or Additional Needs Plans will be invited to contribute to the review of their progress, academically and personally.

Rye College will hold a Wider School Student Forum in term 1, this is open to all students who have shown an interest in student democracy. The purpose of this is to introduce the Student Leadership Team, which will identify issues students would like raised.

All students are encouraged to attend after school clubs and revision sessions, and a teaching assistant can be arranged to support SEND students with attending these.

Activities and school trips are open to all young people regardless of SEND, depending on the relevant Health and Safety Regulations. Teaching Assistants, who have a good knowledge and high level of experience of working with special needs, accompany many of the trips. The trip leader will be aware of any individual health needs and adjust plans and risk assessments accordingly.

Each year a trip is arranged for young people with high level SEND needs to help them learn a particular subject or topic through direct experience.



## **What is our approach to teaching and supporting pupils with special educational needs and disabilities, including adaptations to the curriculum, the learning environment, and pastoral care and extra-curricular/enrichment activities?**

The SEND Code of Practice states: “High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.” Therefore, colleagues at Rye College are made aware that a student has SEND needs through the distribution of a SEND register, the use of SIMS and an indication on the students mark sheets, their class registers and their seating plans.

September 2018: Rye College will additionally use ‘Provision Map’ software to ensure all colleagues are aware of the SEND needs, and strategies to support students in the classroom. Provision Map is linked to our student management systems, such as SIMs and Classcharts, and will further enable the college to implement a broad range of support strategies and monitor their effectiveness.

The SEND register offers useful support strategies for teachers to use in class, which refer to the ESCC SEND Matrix. This document explains what settings, schools and colleges/post 16 providers are expected to deliver at SEND Support and to young people with high needs through their core funding, including those with Education, Health and Care Plans.

It is then the duty of teachers to provide ‘high quality teaching that is differentiated and personalised and will meet the individual needs of the majority of children and young people’ (SEND Code of Practice).

To support high quality teaching, colleagues are enrolled on a cycle of continuous professional development, including training and guidance from the SENCO, Deputy Head for welfare and relevant external agencies.

The quality of teaching at Rye College is monitored and supported by the Assistant Head-Teaching and Learning, Mr Jim Maxim.

Further information from parental consultation 10th May 2018: Parents gave the school credit for understanding students’ needs in relation to their medical condition and what the student needed to do to address this in class.

September 2018: School trips over the last year have been accompanied by an INA so that a student with severe physical difficulties could attend, and a translator for a student with English as an additional language.



## What additional resources and support provisions and interventions are available in our school for pupils with special educational needs and disabilities?

Students with SEND needs receive support in class from Teaching Assistants proportional to their level of need. Teaching Assistants at Rye College support a number of students in each class, helping teachers manage classes of mixed ability and need. Their work is to support the students to make progress and develop their independent skills. Teachers report that the support of Teaching Assistants is beneficial to the students learning and helps the students to make progress.

Teaching Assistants can also provide individual and small group withdrawal sessions but the school strives to keep students in class where they can be taught by a trained teacher. For instance, we offer support with homework via a homework session (currently during first break).

We have Teaching Assistants on our team who have worked in English and maths for several years and grown to know the curriculum well. They have also developed their skills through further training in these areas.

We have a Teaching Assistant who works individually with our highly vulnerable autistic students. These students have many difficulties attending mainstream secondary school, and without support they often become too anxious to attend or present behaviour which is not appropriate in school.

Our Higher Level Teaching Assistants (HLTA's) for literacy and numeracy arrange and manage small group and individual support sessions to develop specific skills. They assess the students to find their specific needs and target their intervention work to address these. They complete assessments at the beginning and end of their interventions to assess the students' progress. HLTA's also support small groups of students in class where this is seen to be most effective.

Rye College offers a supported break time group for vulnerable students, which encourages healthy eating and helps to monitor and support their social interaction.

Further information from Parental Consultation 10th May 2018: Supported Lunch Club is seen as a place where students with SEND can find supportive friendship groups with other students who understand their needs.

We also offer music therapy. This service is limited and only available depending on a very specific level of need.

Students with medical needs have an Individual Health Care Plan arranged.



Currently the school can offer the following specialist equipment:

- Laptops, reading pens and Read and Write software in class for students who will be allowed to use them during GCSEs.
- Coloured reading rulers, overlays and exercise books.
- Remote monitors for visually impaired students to access the whiteboard. Clamps and grips in DT and art for students with physical disabilities.
- Specific specialist equipment in PE for students with visual or physical difficulties.
- Word banks, prompt cards, writing frames and other materials developed to support student individual needs.

Support for a student's overall well-being:

Rye College includes Life Education as a key part of its curriculum which is carefully designed to improve all students' emotional and social development. At Key Stage 3, pupils build on the skills, attitudes, values, knowledge and understanding they have acquired and developed during the primary phase. Life Education acknowledges and addresses the changes that young people are experiencing, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the skills which will equip them for the opportunities and challenges of life. Pupils are encouraged to manage diverse relationships and the increasing influence of peers and the media. Life Education allows them to be more confident in addressing the challenges of effective learning and making a full and active contribution to society.

We support SEND children so that they are included in social groups and develop friendships. This is particularly important when children are transferring from one phase of education to another, and we look carefully at the tutor groups that they will join in year 7.

The designated lead for welfare is Deputy Head Teacher, Ms Carpenter and she takes an overview of all matters regarding to this. We also employ a Family Support Worker, Mrs Gall, who works individually with children and their families to help them develop emotionally and socially. We work with the relevant external agencies such as social services, CAMHS and ISEND TLP to find the best support for students with severe social and emotional difficulties.

### **What other agencies and professionals does our school work with to meet the needs of pupils with special educational needs and disabilities?**

Rye College accesses the specialist services available through ESCC:

- Sensory Support Team
- ISEND Teaching and Learning Provision
- Integrated Therapy Services
- CAMHS



- Behaviour and Attendance Service
- Educational Psychology Service
- Speech and Language Therapy Services
- Targeted Youth Support
- Virtual School for Adopted Children
- Virtual School for Looked After Children
- School Nurse

**How do we evaluate the effectiveness of our teaching, provisions and interventions for pupils with special educational needs and disabilities, and what does our school do if a pupil requires a higher level of support?**

Provision is evaluated by how it helps the student achieve the targets and outcomes set at the beginning of that provision.

Teaching Assistants will monitor how the support they give helps the student to learn, and the SENCO will support them in reviewing this.

HLTA's complete assessments at the beginning and end of their interventions to evaluate the impact of their support.

External agencies will be expected to provide written feedback, or verbal feedback at review meetings, on the impact of the support they have supplied.

Parents of students with an Education, Health and Care Plan, or an Additional Needs Plan, are invited to evaluate the provision they receive when the plan is reviewed.

The overall aim of all provision is to help the student make progress at school, and progress is evaluated in lessons by teachers. The progress of SEND students will be reviewed by the SENCO after each assessment point.

Further information from parental consultation 10th May 2018: Plan reviews: Parents cite that these meetings are informative, they feel their opinions contribute toward colleagues understanding the children in planning support for them, and the meetings are a useful part of this process. Also, the students strengths being discussed is something they value.

Where a student has an Additional Needs plan or an Education Health and Care Plan we follow the 'assess / plan / do / review' cycle to achieve the desired outcomes.

In East Sussex an Additional Needs plan is used when, despite appropriate targeted support, a child/young person continues to make little or no progress or to work at levels significantly below those of their peers. ESCC state that if relevant and purposeful action to identify, assess and meet the SEND of the child/young person they continue to not make expected progress, consideration can be given to requesting an Education, Health and Care assessment. This request can be made by the school or by parents. The purpose of an EHC



plan is to make special educational provision to meet the special educational needs of the child, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

### **What does our school do to support pupils' transition, including transition to their next phases of education, and their preparation for adulthood?**

#### **Year 7:**

Rye College works with the local primary schools each year to gather information about the students joining in year 7. This includes visits to feeder schools where the student's teachers and others who have supported the student during year 6, are asked to provide a detailed picture of the young person's progress and development including Special Education Needs. The information is then used to support the students during transition.

Rye College arranges for all prospective year 7 students to attend a number of induction days during July, where they are supported through a timetable designed to give them an experience of school life and prepare them for the following September.

If a primary school, or a parent/carer, is concerned that a young person might find transition particularly difficult, the SENCO can arrange additional early afternoon group visits, so that students are better able to participate in the induction event.

Further information from parental consultation 10th May 2018: Parents reported that they found it useful when the SENCO met with parents and carer's to give details of the support the Year 6 transferring students receive.

#### **Year 9:**

During year 9 we prepare students for their option choices, with lessons that reflect the KS4 course content and expectations. Choices events are arranged showing current KS4 students work and existing KS4 students are there to discuss the course content with Year 9 students considering the subject.

The process allows students to make an informed decision and parent/carers are proactively encouraged to be involved in this process.

#### **Year 10 and 11:**

Rye College seeks to support students when they move on, to ensure they have an appropriate destination. Support is offered with finding appropriate education, employment or training when the student leaves school, including support with the application system. Any student at risk of NEET will receive additional support to avoid this.

If a child has an EHC plan, this will be reviewed and amended in sufficient time prior to moving between key phases of education. We ensure that pupils from Year 7 to Year 11 are



provided with independent careers guidance.

Further information from parental consultation 10th May 2018: Our SEND Provision Co-ordinator, Mrs Hollowday, provides support for students on the SEND register in Year 11 with their transition to their post 16 placement. This includes support with their UCAS forms and applications, support with visits and liaison with the future educational provider so that staff at the future placement are fully aware of the student's needs and can plan to support them when they begin.

### **What is the expertise of our school's staff and what training in special educational needs and disabilities is provided to them?**

Rye College has a designated Deputy Head Teacher for Welfare, Ms Carpenter, who has a wealth of welfare experience in the education sector including acting as a SENCO at a large East Sussex secondary school.

Our SENCO, Mr Townsend, holds the National Award for Special Educational Needs Co-ordination, in a full-time appointment with the primary role of managing SEND provision.

The college has a team of Teaching Assistants and Higher Level Teaching Assistants (HLTA's) who are trained to deliver SEND provision for literacy and numeracy needs, working alongside a SEND provision Coordinator.

The college employs both a Family Support Officer and an Attendance Officer.

Rye College are committed to ensuring that staff are aware of every student's Additional and Special Needs, and that staff have the relevant, up-to-date training to manage these effectively through a regular cycle of CPD.

### **If I have a concern or complaint regarding the provisions for my child in school, how will this be dealt with?**

If there are any disagreements with parents about SEND support for their child, parents should contact the SENCO, Mr Townsend in the first instance.

If parents are not satisfied with the outcome, they are advised to contact the Deputy Head Teacher, Ms Carpenter.

Details about the school's formal complaints procedure are available from the school office or on the school website.



## How do I find out more about local organisations which provide support for parents/carers of children and young people with special educational needs and disabilities?

Independent advice - SEND

Amaze SENDIASS (Special Educational Needs and Disability Information Advice and Support Service) can give you free, independent advice. Amaze supports parents and carers of children and young people 0 to 25 and young people 16 to 25

Amaze's **SENDIASS helpline** is open Monday to Friday, 9.30am to 2.30pm.

Call **01273 772289**.

Advocacy: Advocacy means having someone who will: speak on your behalf/secure your rights/represent your interests.

These organisations can help:

Speak Out! – For children and young people.

PohWER – For 7 to 19 year olds with disabilities, special educational needs or who are looked after

Vandu Bilingual Advocacy – For adults who need support with health and social care in their own language.

## How do I find out more information about East Sussex's Local Offer?

Full details regarding East Sussex County Council local offer is available at: CZone / Children and families, or by using the following link:

<https://www.eastsussex.gov.uk/childrenandfamilies/specialneeds>

## Co-production of the SEND information Report

- Coproduction of the School SEND Information Report is an essential part of forming the School offer.
- All stakeholders, including parents, carers, Aquinas Trust SEND lead, Head of School and Trust representatives have worked to produce this document.
- The SEND Information Report should provide practical, straightforward information to parents/carers and other stakeholders about your school's inclusive practices and SEN/D provision.



Provider Response to feedback Oct 2018:

To be completed

<b>Personnel</b>			
<b>Name</b>		<b>Role</b>	<b>Service provided</b>
Matt Townsend		SENCo	EHCP Reviews, SEND advice, staff meetings, planning
Mrs A Hollowday		SEN Provision Coordinator	Administration and Coordination
Mrs F Smith		Numeracy Teaching Assistant and maths teacher	Supporting students in maths lessons
Mrs J Lane		Teaching Assistant	Supporting students in English and other lessons
Mrs D Archer		Teaching Assistant	Supporting students in science and other lessons
Mrs V Jordan		Teaching Assistant	Supporting Year 7 students in lessons
Mr S Reed		Individual Needs Assistant	Supporting one specific student and students in lessons

Following an invitation to over 500 parents and carers to discuss the SEND information report, including a copy of the report, there were no requests to alter the layout or content of the document.