



Rye College

Meeting the Needs of Pupils with Special Educational Needs and Disabilities

Students' Edition

About Rye College

Rye College works hard to ensure that every child is happy and well supported. We want every child to grow and develop in our care.

Our college is a place where students feel safe and learn. We pride ourselves on students being known as individuals and where their talents are nurtured.

The nursery, primary and secondary school serve the young people of Rye from two to sixteen years of age, making us a 'local community college'.

Our aim

The aims of the school are known to students in **Rye SMART:**

+ Meet the standards and expectations – uniform, punctuality, equipment and conduct.

+ Have a positive Mindset and believe in yourself.

+ Attend all lessons and actively engage with all opportunities for learning.

+ Be a valuable member of the Rye College and local community.

+ Know your Targets in your subjects and be assertive in your learning.

Equality and Inclusion

At Rye College we aim to be a happy, safe and welcoming environment where all can



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achieve despite their age, disability, ethnicity, faith, gender or sexuality.

Rye College actively promotes the fundamental British values of democracy and mutual respect and tolerance of all people.

Safeguarding

Safeguarding means protecting the welfare of students, and all employees and volunteers should do this.

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

Special Educational Needs and Disability (SEND)

What are special education needs? Students have special educational needs if they have a learning difficulty or disability that requires additional support, more than normally offered in a classroom.

Students come to Rye College with a variety of special needs. Each student has a right to have those needs understood and planned for, and for all students to make the best possible progress whatever their abilities or disabilities.

We seek to fully involve parents and families in supporting students with special needs. We aim for all of the students with special needs to go to all their classes, where they should receive the help they need.

Information and Guidance:

Who is the SENCO, what does he do? Who else could I contact if I have a question?

SENCO

Mr Townsend

Tel: 01797 222545

matthew.townsend@
ryeacademytrust.org

What does the Special Education Needs Co-ordinator do?

- Arranges support for children with special needs
- Makes sure that parents know what support their children can have and how they are getting on.
- Helps support students when they are moving school.
- Advices and trains staff so that they are skilled and confident to support students with special needs.

Making sure the support works.



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Class teacher or form tutor	He/she is responsible for: 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. Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.
Head Teacher Mr Downes	Overall responsibility for the school and therefore support for students with special needs.

What types of special educational needs and disabilities does our school support?

The SEND Code of practice 2014 says “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 (support) to be made for them. They may have ... 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”

Communication and interaction – this is when a student has a difficulty with understanding what is said to them, or being able to say what they want to say. It can include difficulty understanding non-verbal language, like a smile or a wave. This includes children/young people with Autism Spectrum Disorder (ASD) including Asperger’s Syndrome.

Cognition and learning – this is when a student has difficulty learning and making progress, perhaps they find remembering difficult or using the information they need. This includes children/young people with moderate learning difficulties (MLD), dyslexia (literacy difficulty), dyscalculia (difficulty with numeracy) and dyspraxia (difficulty with co-ordination).

Social, Emotional and Mental Health needs – which may include students becoming withdrawn or isolated, or displaying challenging, disruptive or disturbing behaviour. Some young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder. Rye students have asked that Tourette’s is included here.

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



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How does our school know which students have special educational needs and disabilities?

If a student does not make expected progress, the school will investigate why this is and the SENCO can arrange for the student to be tested for special needs if that is what is needed.

A dyslexia screening test is available through the SENCO or HLTA for literacy

Students with SEMH (social/emotional) needs can be assessed using Boxall on-line.

The SENCO can refer students to Occupational Therapy, Speech and Language Services, and CAMHS (Child and Adolescent Mental Health Services).

When a student is confirmed as having SEND needs, this will be shared with their teachers and support staff, and the student will be put onto the SEND. This will be shown on teacher's register and mark sheet.

Tests and Examinations: Access Arrangements

For some students, additional arrangements can be made for tests and exams. This might include additional time, rest breaks or the use of a word processor. The SENCO can inform you about these arrangements.

How does our school keep in touch with parents/carers and work with them?

Parents are invited to review the students' progress at reviews held three times per year.

Parents are encouraged to make contact with staff providing support for students to discuss the young person's progress.

Written reports should be available from Occupational Therapy, Speech and Language Services, and CAMHS (Child and Adolescent Mental Health Services).

The aim of support is to help the student make expected progress at school, and the parents/carers should see this in the progress reports which are sent home.

How does our school involve pupils with special educational needs and disabilities?

Students with special needs will be invited to contribute to the reviews of their progress.

Rye College will hold a Wider School Student Forum in term 1. This is to introduce the Student Leadership Team, which will raise issues that students think important.

All students are encouraged to attend after school clubs and revision sessions, and a



teaching assistant can be arranged to help students attend.

Activities and school trips

Activities and school trips are open to all young people, depending on the Health and Safety Regulations. The trip leader will be aware of any health needs and a teaching assistant might accompany the trip.

Each year a trip is arranged for young people on the register to help them learn a particular subject or topic through direct experience.

September 2018: School trips over the last year have been accompanied by a teaching assistant so that a student with severe physical difficulties could go, and a translator for a student whose first language is not English.

How do we teach and support students with special educational needs and disabilities?

Teachers knowing which students in their class have special needs and planning their work to help these students make progress is the most important means of support. Staff at Rye College know which students have special needs because they receive a copy of the special needs register and it is shown on their mark sheets, class registers and seating plans.

September 2018: Rye College will additionally use 'Provision Map', an app to record the support students receive and how effective this is.

The special needs register offers support strategies for teachers to use in class.

To support high quality teaching, teachers receive training about special needs from the SENCO, Deputy Head and specialists.

Mr Maxim (Assistant Head-Teaching & Learning) checks that staff are teaching in a way that will help all students make progress.

Parent 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.

What additional resources and support are available for pupils with special educational needs and disabilities?

Students with special needs can have support in class from Teaching Assistants. 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 learning skills. Teachers' report that the support of

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Teaching Assistants helps students to make progress.

Teaching Assistants can also provide other types of support, like help with homework before school and at every first break.

Some Teaching Assistants have worked in English and maths for several years and know the curriculum well.

We have a teaching assistant who works individually with Autistic students. These students have many difficulties attending school, and without support they often become too anxious to attend or present behaviour which is not appropriate in school.

Our Higher Level Teaching Assistant (HLTAs) for literacy and numeracy arrange small group and individual support to develop specific skills in maths and English. HLTAs also supports small groups of students in class.

Rye College offers a supported break time group for students, where they can meet friends and talk to staff.

Parent consultation 10th May 2018: Lunch Club (now break time group) is seen as a place where students could make friends.

We offer music therapy to a few students.

Students with medical needs should each have an Individual Health Care Plan which shows their medical condition and the type of medicine they need.

Currently the school can offer the following specialist equipment:

- Laptops, reading pens and computer software which can read to the student for those who will be having this support in their exams.
- Coloured reading rulers, coloured overlays and exercise books.
- Remote monitors (like a computer screen) for visually impaired students to see the whiteboard. Clamps and grips in DT and art for students with physical disabilities.
- Specialist equipment in PE for students with visual or physical difficulties.
- Word banks, prompt cards, and writing frames.

Support for a student's overall well-being:

Rye College teaches Life Education which is designed to improve students' emotional and social development. At Key Stage 3, Life Education includes the changes that young people are experiencing. Life Education allows them to be more confident in addressing the challenges of learning and making a full and active contribution to school and society.

We support special needs students so that they are included in social groups and develop



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friendships. This is particularly important when children are transferring from one school to another, and we look carefully at the tutor groups that they will join in year 7.

Deputy Head Teacher, Ms Carpenter, leads on welfare.

We also employ a family and pastoral worker, Ms Gall, who works individually with children and their families to help them develop emotionally and socially.

We work with the agencies such as social services, CAMHS (Child and Adolescent Mental Health Services) and TLP (who help students learning at home) to find the best support for students with severe social and emotional difficulties.

What other agencies and professionals does our school work with?

Rye College works with:

- Sensory Support Team (visual and hearing difficulties)
- ISEND Teaching and Learning Provision (who help students learning at home)
- Integrated Therapy Services (support for speech and language or movement difficulties)
- CAMHS (Child and Adolescent Mental Health Services)
- SBAS (Behaviour and Attendance Service)
- Educational Psychology Service
- Speech and Language Therapy Services
- Targeted Youth Support
- Virtual School for Looked After Children
- School Nurse

How do we decide how good our teaching and support is for students with special needs?

What does our school do if a pupil needs a higher level of support?

Support is seen as effective if it helps the student achieve their targets.

Teaching Assistants will record how effective their support is and the SENCO will monitor this.

HLTAs complete assessments at the beginning and end of their support to see how effective it is.

External agencies will be expected to provide written reports, or tell us at meetings, how effective their support is.

Parents of students with an Education, Health and Care plan, or an Additional Needs plan,



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are invited to discuss how effective their support is at the reviews.

The aim of all provision is to help the student make progress at school, and progress is evaluated in lessons by teachers. The progress of students with special needs will be reviewed by the SENCO after each assessment point, when the teachers decide what level the student is working at.

Parental consultation 10th May 2018: Plan reviews: Parents say the meetings are informative, and they feel their opinions contribute toward staff understanding the children and planning the support for them. Also, the student's strengths being discussed is useful.

In East Sussex a request can be made by the school or by parents for a student to be considered for an Education, Health and Care Plan if they have received the support they should be having, and they are still not making progress.

What does our school do to support pupils' transition, like going to college after year 11, and preparing for adulthood?

Year 7:

Rye College works with the local primary schools each year to gather information about the students in year 6. This includes a visit to the schools where the student's teachers and all those who have supported the student are asked to provide a detailed picture of the young person's progress and development. This will include Special Education Needs. The information is then used to arrange support for the students during transition.

Rye College arranges for those year 6 student who are joining the school to visit during July for a few days. This gives them an experience of secondary school lessons and social times.

If a primary school, or a parent/carer, is worried that a young person might find transition particularly difficult, the SENCO arranged two more visits.

Parental consultation 10th May 2018: The SENCO meeting with parents and carers of SEND students in year 6 and sharing with staff is useful.

Year 9:

During year 9 we prepare students for their option choices by arranging lessons to be like the ones that students will attend in year 10. Options events are arranged showing students work, and these students are there to talk to about the option.

Year 10 and 11:

Support is offered with finding appropriate education, employment or training when the



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student leaves school, including support with the applying for college.

If a child has an EHC plan, this support will be put on their plan.

We also give students independent careers guidance.

Parental consultation 10th May 2018: Mrs Hollowday provides useful support for students on the SEND register in year 11 with their transition. This includes support with their UCAS forms and applications, support with visits and sharing information with staff.

What is the expertise of our school's staff and what training in special educational needs and disabilities do they have?

Rye College has a have designated Deputy Head Teacher for Welfare (Ms Carpenter).

Our SENCO, Matt Townsend, holds the National Award for Special Educational Needs Co-ordination. The SENCO is full time and this is his main role.

We have a SEND Provision Coordinator (or Assistant SENCO) Mrs Hollowday, who has many years' experience and training in arranging support for students with special needs.

We have five Teaching Assistants and two Higher Level Teaching Assistants (HLTAs) who are trained to deliver support for literacy and numeracy needs.

The school employs Family and Pastoral Liaison Officer, Mrs Gall, and an attendance officer, Mrs Anderson.

Teachers have up to date training to support students with special needs.

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

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

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



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Contact:

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.

These organisations can also 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 what East Sussex County Council offer?

Full details of East Sussex County Council's **local offer** are 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 report.
- Stakeholders, including parents, carers, Aquinas Trust SEND lead, Head of School and Trust representatives have seen this report and included their ideas.
- The SEND Information Report should provide practical and straightforward.

Response to feedback Oct 2018:

Parent consultation Oct 2018: 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.

Student consultation Nov 2018: 27 students in class **7L2/Le1** reviewed the SEND Information report and this version has been created from their recommendations. These were:

- There were many words that were used in the report that were unknown to many of them, (such as pursuit, endeavour, liaising, accordingly, interventions...)
- There were many terms in the report that they did not understand, (such as dyscalculia, dyspraxia,



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educational psychology...)

- There were many abbreviations in the report that were not explained, (such as ESCC, SEND, JCQ...)
- Where abbreviations were explained, such as MLD (Moderate learning Needs), this did not help them understand the need.
- Some thought that if students had lessons or more information about special needs during tutor time or assemblies this would be useful.
- Most believed that teachers should have a greater understanding of individual student's needs, and be understanding of those needs when considering behaviour and learning.
- Most thought parents should be asked if their child had special needs when they joined the school, but the child should not be asked because this would make them uncomfortable or unhappy.
- Most thought that teachers should discuss a student's special needs at parents evening.
- Many thought small group work and specialist equipment would be useful ways to support students with special needs.
- Two thought that students should have more time at their secondary school before they joined.
- It was noted that Tourette's was not included in the list of needs supported.
- Some students could not staff focused on the document because they found it hard to read and understand.

SEND Personnel

Name	Role	Service provided
Mr Townsend	SENCo	Review EHCPs, SEND advise, staff meetings, planning
Mrs Hollowday	SEN Provision Coordinator	Administration and Coordination
Mrs Smith	Numeracy Teaching Assistant and maths teacher	Supporting students in maths lessons
Mrs Lane	Teaching Assistant	Supporting students in English and other lessons
Mrs Archer	Teaching Assistant	Supporting students in science and other lessons
Mrs Jordan	Teaching Assistant	Supporting year 7 students in lessons
Mr Reed	Individual Needs Assistant	Supporting one specific student and students in lessons