



# School/Setting Local Offer for Rye College

This statement is to be reviewed in March 2016

**1 How does the college know if young people need extra help and what should I do if I think my child may have special educational needs?**

On transition to Rye College, we ask primary schools if a young person has needed extra help at school, and why. We will also ask parents and students' schools about what help a young person has had if a student joins us in later years. We can be told by specialists who have been working with the young person. Alternatively the young person might tell us themselves and we encourage parents to raise any concerns with the school if they believe their child might need extra help.

We regularly assess for progress in all subjects and these results can indicate the need for extra help.

Please contact the SENCO, Matt Townsend , regarding any concerns about Special Education Needs.

**2 How will college staff support my child?**

The first place that all young people receive support is in the classroom. Their teacher will have information about their individual needs and will adapt the work to suit them and enable them to access the curriculum. Some young people may need a higher level of support and withdrawal groups are currently arranged for literacy, speech and language and aspects of behaviour. In these groups students work for a defined period of time with clear outcomes.

Young people may also be referred to a specialist for assessment and the school will receive recommendations about how to support them.

Those with the highest levels of need may be considered for a School Based Plan, an Education, Health and Care Plan or a Statement of Special Education Needs, where additional funding for individual support in class or specialist equipment could be available.

Students with additional needs may be eligible for exam concessions.

### 3 How will the curriculum be matched to my child's needs?

Rye College aims to provide a curriculum which is broad and balanced in a range of different subjects, and where every child can find their area of strength.

In year 7 the curriculum has been adapted to support the development of all students' literacy skills, through additional lessons and a specific course for students with low levels of literacy, the LIT programme. Maths and English sets are based on need, and the work differentiated to their level.

Staff are trained to adapt the curriculum and their teaching strategies to meet students' special needs.

### 4 How will both you and I know how my child is doing and how will you help me to support my child's learning?

All young people are regularly assessed by teaching staff and their levels of achievement recorded which gives a detailed and accurate picture of how a young person is progressing and indicates the areas where they may need support. Young people's attendance and behaviour are also monitored and recorded.

This information is shared at parents' evenings, parent meetings or in reports sent home. Parents / carers can contact the SENCO for further information about how a young person's needs are being supported.

Students use a home/school planner to record home learning and this can be used to record achievement or share concerns.

Outside agencies involved with children provide reports and this information is held securely by the school and can be shared with parents.

Regular review meetings are held for students with a School Based Plan, an Education, Health or Care Plan or a Statement of Special Education Needs, at which the impact of support will be reviewed and may be adjusted depending on the outcome.

## 5 What support will there be for my child's overall well-being?

Young people at Rye College are supported by a strong pastoral team, each student having a tutor and access to a Student Support Manager. These people can guide young people through difficulties with social and emotional development.

Rye College is committed to a healthy lifestyle for all students, with a good range of healthy food in our Canteen and a broad range of physical activities from badminton to street dancing.

Trained first aiders are available in school and we have a small medical room for First Aid. If your child needs medication to be administered in school then you are asked to provide details of this. An Individual Health Plan can be arranged when a child has specific medical needs.

The school has a system of sanctions and rewards for behaviour management for all children.

Additional personal support plans or report cards may be used where needed, to support individual children who are experiencing particular difficulties.

We also run a lunch group for our most vulnerable students, where we can check that they have a healthy lunch and socialise positively with other students.

#### 6 What specialist services and expertise are available at or accessed by the college?

Rye College accesses a range of specialist services which can include the Education Psychology Service, Behaviour & Attendance Service, Child and Adolescent Mental Health Service, Communication Language and Autism Support Services, Education Futures Trust, Service for Children with Sensory Needs, Integrated Therapy Services and the SEN Transition team. Access to these services is dependent on the service agreement offered.

You can find out more about the full range of services who work with schools at:

<http://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/localoffer/default.htm>

#### 7 What training are the staff supporting children and young people with Special Education Needs had or are having?

We have a rolling programme of training and support for staff based on the needs of the pupils within school.

Teaching Assistants have a variety of specialist training including supporting students with Visual Impairments, Autism and Speech and Language difficulties.

The SENCO (Special Education Needs Co-Ordinator) is a trained teacher who holds the post graduate SENCO certificate.

We have two Higher Learning Teaching Assistant positions; one with a focus on literacy, and one for numeracy, and a teacher specialising in supporting students with low literacy levels.

#### 8 How will my child be included in activities outside the classroom including school trips?

Activities and school trips are open to all young people regardless of SEN, depending on the relevant Health and Safety Regulations.

Teaching Assistants, who had a good knowledge and high level of experience of working with special needs, accompany trips. The trip leader on these trips would be aware of any individual health needs and adjust plans accordingly.

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

Special needs students are strongly encouraged to join one of the after school clubs. It is an excellent way to make friends and keep up with work.

#### 9 How accessible is the college environment?

Our school disability action plan and policy states that:

Accessibility – This is a statutory duty, & we recognise that we must have:

Good access for disabled students, employees & visitors to the school & its curriculum.

In many classes there is a monitor which shows the work on the interactive whiteboard to those with visual impairment, students with literacy difficulties find this useful too.

We will purchase equipment, wherever financially possible, to assist disabled members of staff & students go about their work & study.

Please follow this link for more information about disability equalities:

DDA legislation <https://www.gov.uk/definition-of-disability-under-equality-act-2010>

**10 How will the college prepare and support my child to join the college, transfer to a new school or the next stage of education and life?**

We liaise with Primary Schools and East Sussex County Council to identify children in Year 6 who might find transition difficult. Staff from Rye College visit all Primary Schools to discuss each young person individually, at which point the primary school will be asked to detail the young person's needs and the support they have given them.

We have developed a support plan for vulnerable students with our main feeder school, Rye Primary school, and this is available to other primary schools by contacting our SENCO. If a young person will find transition difficult they can attend early visits focused on answering any questions they may have and helping them with orientation around the school. Students with statements or Education Health and Care plans can attend a series of lessons at Rye College during year 6.

Rye College offers three days during the summer term when all Year 6s attend school, getting to know teachers and the school.

Parents are also encouraged to contact the school before their children attend so that any concerns can be discussed with the SENCO or relevant staff. During transition external agencies can also contact Rye College to discuss the support they can offer, or are already offering, young people.

Should young people join the College in later years a meeting will be held at which parents can advise the School about their child's additional needs and, when a student moves to another school or post-16 College, we send details of needs and support at their request.

Students with severe difficulties can be referred to the SEN Transition Team for support with post 16 transition in terms 5 and 6 of year 10. If a student has an Education, Health and Care plan this will support them until they are 24 years old.

#### 11 How are the college's resources allocated and matched to young people's special educational needs?

Rye College follows East Sussex County Council guidelines on allocating resources for Special Education Needs and young people are supported according to their level of need in class or through withdrawal sessions. Support may include some individual or small group teaching assistant support, or the funding may be used to purchase specialist equipment or support from specialist services.

Catch-up funding is used to support a curriculum programme in English aimed at those entering the school at below Level 4 in English.

**12 How is the decision made about what type and how much support my child will receive?**

Rye College will use the new SEN (Special Education Needs) Code of Practise to help determine the level of support that young people will receive.

The SEN Code of Practice is statutory guidance that provides practical advice on how to carry out statutory duties to identify, assess and make provision for children and young people's SEN

The Code states that all teachers need to be equipped to teach children and young people with a diverse range of need. Taking this approach should ensure a focus on the quality of teaching for all young people and on the development and evaluation of different approaches to meet the needs of individual young people within college.

It is the responsibility of educational settings in consultation with parents, and, where appropriate, the young person, to decide whether a child or young person requires additional SEN support.

Rye college can refer students to a number of agencies, which are listed separately in this offer.

Students with the highest level of need can be considered for a School Based Plan or an Education, Health and Care Plan.

**13 How are parents involved in the college? How can I be involved?**

It is our aim that the school works in close partnership with parents and maintains regular and purposeful communications between school and home. This includes

- Parent's evenings.
- Open days
- The school website: [www.ryecollege.co.uk](http://www.ryecollege.co.uk)

- Monthly Newsletters informing parents of dates, events and items of school news
- Facebook, Twitter, and text messaging.

Parents are encouraged to contact the school with any concerns they have, and we will arrange for you to speak to the most appropriate member of staff.

Rye College has a designated Family Liaison Officer responsible for parental engagement and support.

#### 14 Who can I contact for further information?

Parents can contact the students form tutor via the planner, email or phone call.

Initial comments or concerns about SEN can be discussed with the SENCO, and social or emotional issues with the Student Support Managers (SSM).

We are committed to working with parents and carers to support our students' success. Please do not hesitate to contact us should you have a query or concern or even a good idea to share to help improve our work. Alternatively, visit the website and use our contact form, this will email a member of the admin team who will forward your message to the appropriate member of staff.

Other services that may help you if you are applying for a school place are:

Admissions and transport

<http://www.eastsussex.gov.uk/atoz/heading1150.aspx?forms=&acc=1&ae=1&ah=1&al=1&ar=1&aw=1>

The SEN Team

[http://www.eastsussex.gov.uk/atoz/heading824.aspx?forms=&acc=1&ae=1](http://www.eastsussex.gov.uk/atoz/heading824.aspx?forms=&acc=1&ae=1&ah=1&al=1&ar=1&aw=1)  
[http://www.eastsussex.gov.uk/atoz/heading1466.aspx?forms=&acc=1&ae=1](http://www.eastsussex.gov.uk/atoz/heading1466.aspx?forms=&acc=1&ae=1&ah=1&al=1&ar=1&aw=1)

Information for families

[http://www.eastsussex.gov.uk/atoz/heading1466.aspx?forms=&acc=1&ae=1](http://www.eastsussex.gov.uk/atoz/heading1466.aspx?forms=&acc=1&ae=1&ah=1&al=1&ar=1&aw=1)  
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