

Rugby High School SEND Information Report 2021-22

Our vision

At Rugby High School, we set heights in our heart.

While striving for **excellence for all**, in all its forms, our aim as a school is to encourage our students to be ambitious and creative thinkers, to face challenges, to work together, to learn to apply and adapt their knowledge and understanding so that they are prepared and excited for the future, whatever it may bring.

Our aspiration is that **all our students** understand what it is to show compassion and empathy and to take responsibility as brave, independent global citizens.

Our students will move on from Rugby High School knowing how to be Resilient, Healthy and Successful.

Inspired by their curiosity and love for learning our students will leave us with a confident voice, ready to take their place, knowing that their actions have the potential to change the world.

SEND Information Report 2021 -22

Objective

The governing body of Rugby High School aims to provide an inclusive education to enable all of its students to access the curriculum and to make progress in line with the rest of their cohort. It recognises that students with a special educational need or disability require additional help and support to do this. This policy aims to give an outline of the ways in which the school seeks to identify and to meet the differing needs of its students.

Definition of Special Education Needs and Disability

The Disability Discrimination Act defines disability as 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities'. A student at RHS is regarded as having Special Educational Needs if they:

- have a significantly greater difficulty in learning than the majority of their peers
- has a disability that calls for special educational provision to be made for them.

Special Educational Needs at RHS may include specific learning difficulties such as dyslexia; physical, visual or hearing impairments, autism or social, emotional and behavioural difficulties.

A student is not regarded as having a SEND solely because the language of the home is different from the language in which she is taught.

Responsibilities

The school has a Senior Assistant Head Teacher and SENDCo, and has funded her training in this role. The Learning Support Manager is responsible for coordinating the day to day SEND provision at Rugby High School working under the direction of the Senior Assistant Headteacher, Yvette Grogan. The school has a part-time Teaching Assistant also working in the department to support students in the classroom where appropriate and necessary and to offer support within our BOOST provision.

The governor with responsibility for SEND is Adrian Canale-Parola. The Senior Assistant Headteacher and SENDco is Yvette Grogan, grogany@rugbyhighschool.co.uk

The role of the Senior Assistant Headteacher is to: line manage staff delivering learning and pastoral support to students (including SEND students) to ensure that no child gets left behind.

The role of the SENDCo and their team is:

- to identify students with an SEND and maintain the register
- to advise the headteacher, SLT and governors on matters in relation to SEND policy and practice
- to assess students and advise staff on teaching and learning strategies, if necessary to ensure that an appropriate access arrangement is put in place
- to deliver or arrange for the delivery of 1:1 and small group interventions as required
- to lead training in relation to SEND as required.

The role of the Learning Support Manager is to:

- conduct assessments
- participate in the creation of learning plans and reviews
- support students in the classroom and deliver 1:1 and small group interventions as required
- carry out a range of administrative tasks associated with learning support.

The role of the Teaching Assistant is to:

- observe and support individual students with greater needs within lessons
- report on the progress of the identified individual students
- offer 1 to 1 mentoring to support with study skills
- support the work of the SEND team.

The role of the learning mentor/s is to:

- help identify students at risk of underachieving and to put appropriate interventions in place including mentoring and coaching students on a one to one or small group basis
- help students to develop effective learning strategies.

The role of the governor is to act as a link between the governing body and the staff who have a special responsibility in relation to SEND and to ensure that the school continues to develop a quality SEND provision.

Admission Arrangements for SEND Students

The school welcomes applications from students with an SEND. Students seeking entry to Year 7 are required to sit the CEM Centre generated 11+ tests. Those seeking entry to Years 8-11 take tests in Maths, English and Science. For all these tests, the school makes provision in line with that which would be available for public examinations e.g. amanuensis, additional time, rest breaks, enlarged papers etc. for students with a professionally documented SEND. Entrance to Year 12 is based on GCSE results (a minimum of 6 grade 6s). Parents enquiring about SEND arrangements for students seeking entry to Year 7 should contact Warwickshire Admissions Department. Parents seeking entry for a place in Years 8- 12 should contact the school directly to enquire about arrangements.

The School's Provision

All teachers are teachers of SEND and are trained to provide differentiated support and learning resources for the students in their classes. The school has a wide range of school based provision for those who require a level of support beyond this including:

- A tailored, individual programme delivered by the SENDCo, Learning Support Manager or learning mentor
- In-class support
- Mentoring sessions using a solution-focused approach
- Peer mentoring and cross age tutoring
- Diagnostic assessment by the SENDCo
- Individual multi-sensory programme
- Small group literacy sessions
- Break and lunch time clubs
- Access to specific materials and equipment including IT support
- Classroom observations
- Behaviour improvement plans

If a student continues to make inadequate progress or to have social, emotional and behavioural difficulties which substantially affect her own learning or that of her peers, arrangements will be made to seek help and advice from appropriate external agencies.

Following the disruption to "normal" school activities during the Covid-19 pandemic, we have been able this year to start up our full range of co-curricular activities which all students, including those on the SEND register are encouraged to attend. These help students to mix with others across year groups, develop new skills and give focus to students' social time.

Facilities

The school's support centre is known as BOOST. It is open to all students. It consists of a staff office and a nurturing room in which individual or small group support can be delivered. Students know that they can come here for individual support, if they need time out or for a quiet space during break and lunchtimes. In addition, other rooms are made available to students as safe places as required. The school is almost completely accessible by wheelchair. There are disabled toilets on all floors of the main school building as well as in the Sixth Form and Music blocks.

Allocation of Resources

The school receives a funding allocation for students with SEND based on its school census returns. This money is used to fund the purchase of external services for students and contributes to funding the costs of providing support for students internally. The Learning Support Manager is allocated an annual budget from which to purchase other resources e.g. student laptops on a needs basis. The costs of special arrangements for public examinations are borne from the examinations officer's budget.

Identification of Need

Rugby High recognises the importance of early identification, assessment and intervention in successfully meeting the needs of students with SEND and endeavours to ensure that all relevant information from primary feeder schools is shared prior to transfer.

Upon admission in the Autumn Term all new Year 7 students are screened in Reading, Writing and Spelling and students sit GL CAT4 assessments. The results are used to prioritise students for intervention from the SEND Department (BOOST).

New concerns about individual students in any school year may be raised at any time during the academic year. Teachers, pastoral staff, parents or students themselves may make referrals to SENDco or the Pastoral Manager Main School. The SEND Pastoral Team will then assess what support is required. Students who need to be formally assessed will be assessed using evidence-based methodologies and up to date standardised tests.

All students with SEND are placed on the School SEND Register. The register is updated regularly by the SENDCo and is available to staff via a secure folder in the staff secure area of the school computer network.

The Code of Practice 2015 requires that schools adopt a graduated response to meeting special educational needs that first considers classroom and school resources before bringing in specialist expertise from outside agencies.

This academic year we are supporting students with the following range of needs:

ASD / ADHD	Autistic Spectrum Disorder
SEMH	Social, Emotional and Mental Health issues
SpLD	Specific Learning Difficulty
	Dyslexia

Curriculum Access and Inclusion

The school aims to make the whole curriculum accessible to SEND students. Where necessary adjustments will be made following discussion with the student and their parents. Examples of adjustments include: one to one support either within class or on a withdrawal basis, provision of specialist equipment or materials, solution-focused approaches. Students with a SEND are encouraged to play a full part in the life of the school. They are encouraged to lead groups and to participate in extra-curricular activities on the same basis as other students. Student-run activities offer structured and friendly social interaction. In addition, older students with SEND often mentor younger students or provide cross-age tutoring offering additional support and encouragement. In planning trips and visits staff take the needs of SEND students into account. Parents are invited to join outings where a student needs specialist care or support that cannot be provided by school staff.

Governing Body Evaluation

As a part of its annual review of school performance, the governors specifically evaluate the holistic performance of students with SEND. Additionally, a programme of governor visits enables SEND provision to be explored.

Complaints

Parents of a student with SEND who have a complaint are urged to try to resolve it informally in the first instance by raising it with the member of staff concerned, the Senior Assistant Headteacher, the Assistant Headteacher, Head of Sixth Form or the Headteacher. If this does not bring a satisfactory outcome, they should use the Complaints Procedure (downloadable from the website) to seek a resolution.

Staff Training

The staff receive SEND-related training from a variety of internal and external sources including parents and health professionals where appropriate. Where a student has complex needs or has a need that is new to the school, arrangements are made to ensure that staff are appropriately briefed and trained prior to the student's arrival in school.

Partnership with Parents and Students

Parents have a key role to play in supporting their child's learning and also know their child better than anyone else so are an important source of information for staff. Parents of students on the SEND register are invited into school for regular progress reviews. Students with SEND are encouraged to highlight strategies which staff can use to support students in and out of the classroom, these, and other key information which the students feel they would like to share with their teachers and staff working with them, are collated on the Student Passport. Copies of all Student Passports are held in secure folder which staff can refer to easily. The Student Passport is reviewed at the start of and at regular intervals during the academic year. In between these, they are encouraged to contact the Head of Sixth Form, the Pastoral Manager or their child's form teacher if they have any concerns about their progress or welfare.

External Links

The school makes use of a variety of external support services. These include:

- Educational Psychology Service (EPS)
- Integrated Disability Service (IDS)
- Warwickshire Flexible Learning Team
- Children and Adolescent Mental Health Services (CAMHS)
- Local Authority Support Services such as Targeted Support Officers
- Independent School Counsellor or external counselling services.
- Act For Autism
- SEND Supported

The local authority offers a range of different services to help support SEND students and their parents. You can find out more about the local offer at <https://www.kids.org.uk/warwickshire-sendias-front-page> which supports parents and carers of all Warwickshire children with special educational needs and disability (SEND), whether they are of pre-school age, or in a mainstream or special school. They also support young people with SEND who are aged up to 25.

To contact them: Phone: 024 7636 6054. Email: warwickshire@kids.org.uk Write to: Kids, Exhall Grange Specialist School Easter Way, Off Prologis Park, Coventry CV7 9HP.

Further information is also available on the Local Authority website.

<https://www.warwickshire.gov.uk/special-educational-needs-disabilities-send>

Transition Arrangements

Where possible the school staff visit all incoming Year 6 students in their last term at primary school. One of the purposes of the visit is to identify any students with SEND and to ensure that appropriate provision is planned in advance. For older students or those with complex needs, a planning meeting is held with the student and her parents or carers to ensure that the transition proceeds smoothly. Where appropriate, transition will be phased. Where it has not been possible to visit all students in their primary school setting because of Covid-19 restrictions in place, full written information has been collected on all students joining us, from their primary school.

For those students joining in September 2021, full in school transition could not take place. In place of this students were given access via the school website to a virtual transition package which included detailed information about the school including form tutor profiles, and video clips from Heads of Department for Maths, English and Science, and an interactive map of the school so that students could familiarise themselves with the school building. All autistic students were invited in, in small groups for tours of the school at the start of September to allow for familiarisation with the one-way system and other social distancing measures in place.

In supporting student transition to higher education, training or employment, the school will ensure that the student is aware of the range of support available and how to access it. All students have access to independent careers advice which is designed to help them make informed choices. Where requested by the student, the school is happy to discuss SEND needs with the receiving institution. Additional support with preparing for interviews or assessments is also offered on a needs basis.

Relevant policies to read in conjunction with this report are the

SEND policy

Accessibility Plan and Policy

Disability Policy (examinations)

Equalities Duty and report

Last review: September 2021