



THE
Raleigh
SCHOOL

SEND Information Report 2017-2018

The Raleigh School's procedures

1 Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENDCO

The school has a SEND policy which can be found on the school website. The SENDCO is Mr Tuckett: 01483 282988 and info@theraleigh.org. Staff meet half-termly to discuss the progress, engagement and conduct of learners within the school. Decisions are then made as to the most appropriate steps to take in order to support the learner, these decisions tie in with the school's graduated approach to meeting needs.

1. Class teachers monitor all of the children in their class daily. Through their ongoing daily work with the child they will identify if a child is finding particular areas difficult or will identify areas of strength.
2. Class teachers will monitor all of the children's progress and behaviour in a range of subjects/areas and will discuss any concerns with the SENDCO (Special Educational Needs and Disabilities Co-ordinator)/parent as and when required.
3. We also have half-termly pupil progress meetings 6 x a year and look specifically at the children who are 'slow or rapid' movers and discuss appropriate interventions to close the gap/or extend further depending on their need. Children are continually assessed in school, both formally and informally and this data is analysed rigorously to enable a clear and up to date picture of progress and attainment for each individual child. Equally, those children exceeding expectations are continually highlighted and achievement is acknowledged through weekly certificates, laminated termly certificates and annual Progress Shields and Cups.

		<p>4. If a parent is concerned about their child they should contact their class teacher in the first instance who will then discuss it with the SENDCO. As and where appropriate the SENDCO will arrange a meeting with the parent which the class teacher may attend as well.</p>
<p>2</p>	<p>The kinds of special educational needs that are provided for</p> <p>The approach to teaching children and young people with SEND</p>	<p>We are a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). Staff have been trained so as to be able to cater for learners who may have difficulties with: · Cognition and Learning · Communication and Interaction · Social, Emotional and Mental Health · Sensory and/or Physical We make reasonable adjustments to our practices so as to comply with the Equality Act (2010). We adopt a graduated approach to meeting needs, through quality first teaching our staff make reasonable adjustments to help include all children not just those with SEND. We take a holistic school approach to supporting learners e.g. house teams, class teachers, Key Stage leaders, etc.</p> <ol style="list-style-type: none"> 1. All teachers differentiate their lessons to meet the needs of all children in their class and offer their support through ‘scaffolding’ or providing additional time etc 2. If a child has difficulties/strengths in a particular area they may be included in a termly focus group (where appropriate) 3 x a week for 20 minutes with a TA (Teaching Assistant) or teacher. All focus groups within the school are co-ordinated and monitored by the SENDCO. They may also be recorded on the school census which would mean they will also have a SEND Support Arrangement document containing specific, measurable, achievable, realistic and time bound targets tailored to the individual. It is the class teacher’s responsibility to explain this to the parents of the child, produce and review this termly and to discuss it with the child. Each term the parent is given a copy of this document and is invited to meet with the SENDCO or class teacher to discuss this further. Throughout the week, depending on the target, the individual will receive extra support in the targeted areas. This support is usually provided by the class teaching assistant. If their output does not meet their input we will consider whether outside agencies need to become involved. Once considered the class teacher and/or the SENDCO will discuss the proposal with the parents.

		<p>Where an intervention is seen to have been unsuccessful we are quick to react and will often try further strategies and/or seek external advice and guidance.</p> <ol style="list-style-type: none"> All children's progress at our school is tracked rigorously and discussed at a pupil progress meeting with the Key Stage Leader and Assessment Co-ordinator to ensure all children make good or better progress regardless of their need. Vulnerable groups are discussed specifically as they are expected to make as good progress as their peers. After this meeting any 'new' identified needs are discussed directly with the SENDCO. The school has a dedicated SEND (Special Educational Needs and Disability) Governor who continually monitors the SEND provision and meets with the SENDCO on a regular basis.
3	How adaptations are made to the curriculum and the learning environment of children and young people with SEND	<ol style="list-style-type: none"> All lessons are differentiated, usually 3 ways but this very much depends on the needs of the class. Throughout the week the 2 adults in the classroom (teacher and teaching assistant for mornings only in Years 4, 5 and 6) work with different groups of children to ensure their individual needs are targeted accordingly. This small group work (1:6) is highly beneficial for the children as it is very specific to that group of learners' needs. We tailor the child's provision to their learning, so we may offer social stories, social skills groups etc. If they have an EHCP they will have a designated adult working with them for the number of hours beyond the first ten stated on their statement. Maths sets are in operation from Year 5 upwards where the children are streamed according to ability. We aim for the Talented and Gifted (TAG) children (informed at parents evening) to benefit for a minimum of one focus group per year. E.G in some year groups we run a Talented and Gifted Maths group 3 x a week with a specific maths teacher for different year groups. In Year 6, we link closely with specific Secondary schools eg Royal Grammar School which offers 'master classes' for the more able. Children are selected to attend these programmes. All of our planning is flexible and adapted each year to match the ability and interests of the cohort.
4	Arrangements for consulting parents of children with SEN and involving them in their	<p>During our assess, plan, do and review cycle we will look at the actions needed to support a learner towards their outcomes and highlight what each stakeholder can do in order to make a positive contribution. We also have a Home School Link Worker who can support parents and make</p>

	<p>child's education</p> <p>Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review</p>	<p>recommendations on how they can positively engage with their child's learning and all round development.</p> <ol style="list-style-type: none"> 1. Parents are able to book an appointment to see their class teacher or the SENDCO via the school office as and when required. 2. Surrey Support Arrangement documents are sent home 3 x a year with clear targets outlined for the child and a letter informing the parents about their targets. Within these letters there is space to write down what additional work the parents will do at home and to request an appointment. Consistent support towards specific targets has proven to be invaluable so we always share ways that the parents can help at home. 3. A Home School Contact book is offered to families who have a child with an EHCP. 4. Adult courses such as 'parenting' workshops are advertised in Headlines, our school newsletter. We also have parents' evenings twice a year. 5. Termly meetings are held between the SENDCO and the SEND Governor. 6. In Reception, parents receive written feedback fortnightly. These often contain areas for development. 7. Equally, we offer parents the opportunity to attend internally led workshops which demonstrate how a curriculum area is taught in school for example in core subjects such as Maths, which help parents understand the teaching strategies currently used. 8. On the first Thursday of every month we have 'Open House' where the parents can come into school to look at their child's work. 9. 2 parents' evenings are held annually where teaching staff share children's academic and emotional progress.
<p>5</p>	<p>Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and</p>	<ol style="list-style-type: none"> 1. Medicines are kept in the school office and a member of the office team administers these. 2. Every teacher has the name and photograph of all children who are asthmatic/have allergies in their classroom which is updated annually or where needs fit. Severe cases are discussed at staff meetings when appropriate and absence is authorised if needing to attend specialised appointments. When appropriate we liaise closely with hospital schools to give the children the best support possible. 3. We work very closely with the Home School Link Worker (HSLW) who

	<p>measures to prevent bullying</p>	<p>currently works 1:1 with specific children to raise their self esteem/help them overcome tricky/unsettled periods of time. As and where appropriate she leads on programmes such as 'Drawing for talking.' She is also able to work with the parents to help them eg complete forms, attend parenting groups, offer support with housing etc. This is often completed in their home but we always offer a quiet, private place in school if the parent would prefer. As we are an Academy we are able to buy into the 'Behaviour' support specialised team if required.</p> <ol style="list-style-type: none"> 4. On a weekly basis each class teacher awards a certificate to a child who has performed well that week and awards the class with the highest attendance in a whole school assembly. The Head invites parents in to discuss poor attendance and offer support. 5. Personal, Social, Health Education (PSHE) lessons are taught regularly which cover a wide range of well being aspects such as internet safety, the meaning of bullying, 'drugs' education. 6. Our Behaviour Policy is regularly updated and is read and understood by all staff. It includes expectations of behaviour, sanctions and rewards. 7. We operate a 'buddy' system with our Year 6s looking after special friends in Reception, and our Year 5s having reading friends within Year 1. (The buddies are expected to model good behaviour during playtimes and lunch breaks and encourage the younger children to do the same). 8. Children experiencing pastoral or behavioural issues generally in school are discussed on a weekly basis at staff meetings and these minutes are circulated to all staff afterwards. Photos of these children to note are also circulated to all staff. 9. Where the need arises, we may bring in specialist outside bodies to offer training and advice eg we offered Bereavement Counselling to staff who had children in their cohort with parental terminal illness. Our Bereavement policy gives clear guidelines for supporting parents, children and staff.
<p>6</p>	<p>The expertise and training of staff to support children and young people with SEND, including how specialist</p>	<p>4 Teaching Assistants have achieved an accredited certificate in Speech and Language. 1 teacher has accreditation in Sign Language. We access the following services: Mainstream Speech and Language Buy into a Top Up Speech and Language service</p>

	<p>expertise will be secured</p> <p>How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families</p>	<p>We can buy into Behaviour Support Language and Learning Support Educational Psychologist School Nurse Home School Link Worker</p> <p>We have worked very hard to establish excellent relationships with all outside bodies and a TA is released when a specialist or agency comes into school to work with a child, so that they are able to mirror the provision offered by the specialist on a regular basis.</p> <p>1x annually we attend a multi professional team meeting to discuss the needs of all of the school and to target specialists to help with particular children. Restraint training has been made available to all staff.</p> <p>We hold meetings where professionals from outside the school are invited to attend. During these meetings we may discuss individual cases where it is felt support above and beyond what the school is able to offer is necessary. In these cases parents and young people will be consulted and consent sought so that agencies are able to work in supporting the overall development of the young person. During this academic we have worked with social services, primary care trust workers, child and adolescent mental health teams, parent working partnership and young carers. We have a particular duty in ensuring that Children Looked After are given the appropriate support and care to help support their progress and engagement within the learning environment. Our designated teacher (Miss Maclean – info@theraleigh.org) meets with social services and the virtual school to ensure the child's wider needs are being met. A personal education plan (PEP) is produced termly to help support the child develop holistically.</p>
8	<p>How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have</p>	<p>1. As a school we aim to be as fully inclusive as possible and ensure children can access all of the activities by adapting them as and when required. We discuss any changes required with the parent and fit their needs accordingly e.g. when a child is on crutches we allow them and a buddy to come into school early to avoid the early morning rush. We discuss any school trips in advance with the parents, may take additional staff or may invite the parents as an additional member of staff if it is anticipated that they will need extra</p>

	SEND	<p>breaks for a rest etc.</p> <ol style="list-style-type: none"> 2. We always want our children to feel fully inclusive and to attend learning outside of school so we encourage parents who are struggling to afford the trip to contact us to see if we can help financially. Social stories may be written in advance of a trip to help the children understand what they are about to experience. 3. We place great importance on the benefit of residential trips and have put in place a variety of arrangements to ensure the inclusion of all children eg arranging special accommodation and 1:1 staff provision. 4. For the talented children we run a talented swimming club, we enter children into a range of sporting events and promote 'talented' clubs. 5. All teachers offer an extra-curricular club providing a great range for the children (many opportunities) which are open to all children. Our aim is to try to offer something that will interest all children; we have recently offered clubs for art, music, drama, DT (Design and Technology) and many sporting clubs.
9	Accessibility of the school environment	<ol style="list-style-type: none"> 1. All downstairs classrooms are accessible by wheelchair and there is 1 disabled toilet. Support is offered to parents with English as an Additional Language and to parents who have learning needs by helping them complete paperwork, attend meetings, offering a larger font for newsletters, printing newsletters out and by having an open door policy. There are ramps for various entrances and high visibility grab bars leading into a recently refurbished building. 2. Additional support resources are bought for children with special needs, stored in a centralised location unless specific to the individual child. If it is specialised equipment it will be kept in the child's classroom. Class teachers tailor their classroom layout/displays depending on the needs of the children.
10	Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood	<ol style="list-style-type: none"> 1. Initial communication will take place with the Office Manager who will ask for school forms to be completed. Children who join us in their Reception year have a full induction programme including visits by the children to the school, visits by the staff to the nurseries and home visits just before they join. Children who join in other years will be given a starting date and will be asked to come into the school office on the first morning where he or she will be taken to their classroom. The class teacher will provide them with a

	<p>outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society</p>	<p>'buddy' to take them on a tour of the school pointing out key areas e.g. the toilets and support remains as required by the individual. If required the class teacher or the SENDCO will contact the previous school for additional notes on the child. Where necessary, a member of school staff (SENDCO or class teacher) visits the previous school to ascertain what resources and teaching strategies are in place for a particular child, to ensure a smooth transition.</p> <ol style="list-style-type: none"> 2. When a child leaves our school his/her school details/ a scaled score/teacher assessments/records/interventions are given to the office who sends them onto the new school. If we feel it is appropriate we will phone the new school to give additional information on the child/family. Also if it is appropriate and where possible we will produce a 'social story' about moving schools to prepare the child for this move. 3. Transition: In the summer term transition meetings are held with our 2 main feeder Secondary schools where we discuss individuals/provision and social groups. They are invited to attend Annual Reviews to support with transition and are invited to observe the child in their current setting before transition begins. 4. Where the need arises, we will facilitate a special Transition Booklet for a child which will give an example of a timetable, maps, photographs of key places such as canteens, classrooms, library, SEND room etc, backed up with 1:1 visits with a TA to the new school. The SENDCO is also available to discuss needs/requirements in more detail. 5. Parents/ external speakers invited to speak to the school to motivate children and keep them informed of future life opportunities i.e. doctors, dentists etc.
<p>11</p>	<p>Evaluating the effectiveness of the provision made for children and young people with SEND</p>	<p>We review the needs of the learners within the school and endeavour to put in place provisions in order to be able to cater for these needs. Some of the funding the school receives may go towards funding training so that in-house provision is more targeted at needs. The SENDCO reviews the impact each intervention has had on the progress of each learner. Decisions are made as to whether specific interventions are proving to be effective both in terms of the time spent on them and the finance used in providing the intervention. Each year we review the needs of the whole cohort to see if there is a change in the</p>

		<p>overall make- up of the school. Decisions are then made as to whether any additional interventions need to be put in place.</p> <ol style="list-style-type: none"> 1. All income and expenditure, together with budget monitoring, reports and cash flow forecasts are regularly reported to and discussed within the Finance and Facilities Committee before being reported to the Full Governing Body. The annual budget is linked to the School Development Plan. Monies allocated specifically for SEND purposes are discussed with the SENDCO. 2. The SENDCO monitors the provision of the Pupil Premium (PP) children (expenditure) termly using a tracking system. Within this document the children's social and academic targets are tracked termly. From this additional group time/resources specific to the child are allocated accordingly.
12	<p>Arrangements for consulting young people with SEND and involving them in their education</p>	<p>The SENDCO liaises with key staff in the school where there are concerns about progress or engagement. Following the sharing of information decisions are made as to the most appropriate type of support to put in place for the learner. Learners are then spoken to regarding progress/concerns with a one page profile being completed, parents are also consulted when the profile is put together. One page profiles are produced in consultation with learners so that teaching staff have a clear overview of the whole child. We feel that it is important to have the views of the learner so that they feel involved in their own learning.</p> <ol style="list-style-type: none"> 1. If the class teacher is concerned about a child in their class they will monitor their progress rigorously and then discuss it with the SENDCO to decide what the next steps should be e.g. whether a Surrey Support Arrangement document is necessary. 2. We use provision mapping to plan the needs and groups of the children. Once again the children with the most need benefit from the most provision but we aim for most of the class to have had small group work by the end of each academic year to meet the inclusive needs of all the children. Many children in our school receive additional support for a term without being having a SEND Support arrangement document to close the gap between them and their peers.

		<ol style="list-style-type: none"> 3. We use a baseline for the start of additional support work and we measure the impact at the end of a given timescale to ascertain how effective the focus group has been. 4. Through our rigorous and continual assessment of children's progress and needs, all staff in school are aware of strengths within the school and as a result we are able to effectively offer opportunities to children as they arise in a variety of sporting events, dramatic events and academic workshops.
<p>13</p>	<p>Parental involvement</p>	<ol style="list-style-type: none"> 1. Through our open door policy parents are encouraged to see us as and when required. As soon as a concern has been identified the parents are invited in for a discussion with the class teacher or the SENDCO to explain the child's difficulties and to discuss the school's next steps for the child. Reading record books are often also used as contact books and notes are exchanged with parents and staff. In addition staff will contact parents either by telephone or in person if they feel there is something that they need to know. We always aim for early intervention to prevent the situation becoming unmanageable/too emotional. 2. Parents are welcome to request additional meetings as and when required. 3. Request for outside agencies: This will always be discussed with the parents and their signature will be required. Support writing a GP referral is offered as and when required. Parents are invited to attend Annual Reviews to discuss the needs of their child. We always ensure the date is convenient for all parties. 4. Parents are invited in to discuss their child's difficulties with the outside agency and a copy of the report is always sent home with the child. 5. Children who are Talented and Gifted are discussed twice yearly at Parents Evening. Parents are also invited to offer voluntary support in the school to help with specific interventions. 6. Our Governing body includes Parents.

14	Arrangements for handling complaints from parents of children with SEND about the provision made at the school	The SENDCO at the school is Mr Tuckett, contact details are: 01483 282988 and info@theraleigh.org. In the first instance if a parent has a concern they are encouraged to speak to the class teacher. If the matter cannot be resolved at this stage then the SENDCO may become involved and a meeting convened so as to discuss the nature of the complaint and look for a resolution to the issue. The complaints policy and SEND policy are available on the school website.
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