



# Richard Hale School

## SEN Information Report

September 2021



SENCO: Ms C Hocking

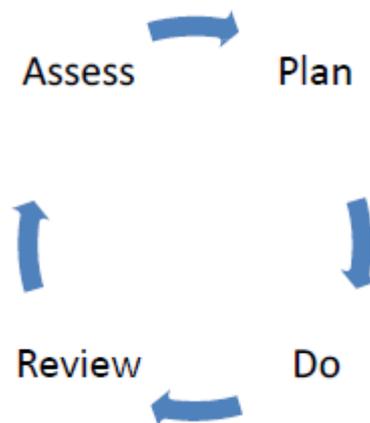
SEN Governor: Mrs MacLeod

### **Whole School Approach:**

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High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. This approach helps us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



The process builds on more frequent reviews and more specialist expertise in successive cycles. All teachers are responsible for every child in their care, including those with special educational needs. (**Reference:** Teaching & Learning Policy September 2020)

**Assess:** Draw on all information, views of child / parent, external services. Assess against SEN criteria

**Plan:** Teacher, SENCO, parent, child agrees interventions and support / expected outcomes. Record on school system / inform staff

**Do:** Implement plan. Class / subject teacher remains responsible for working with child on a daily basis and assessing impact of plan.

**Review:** Impact assessment, along with views of parent / child used to review overall impact of support. Revise plan in light of outcomes.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

## **SEN Needs:**

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Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction
  2. Cognition and learning
  3. Social, emotional and mental health
  4. Sensory and/or physical needs
- (Reference: SEND Policy (September 2020))

As of Sept 2021, we have 182 children or young people receiving some form of SEN Support.

We have internal processes for monitoring quality of provision and assessment of need. These include self-evaluations, work scrutiny and all students are tested on arrival through Cognitive Ability Tests, Reading and Spelling ages.

## **Consulting with children, young people and their parents**

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Involving parents and learners in the dialogue is central to our approach and we do this through:

<b>Action/Event</b>	<b>Who's involved</b>	<b>Frequency</b>
Parents Evenings	Teachers / FT / HoY	Once a year
Structured Conversations	SENCo / HoY / Family Liaison	Three times a year
Progress Reports	FT / HoY	Two times a year

All parents are invited to meet with teachers at Parents' Evenings. All staff contact parents directly with any urgent matters. All parents are asked to become members of the Parents Association. All parents are also given the opportunity to sit on the Governing Body.

## **Staff development**

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We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

- Pastoral Care System in place to support wellbeing and the pastoral care of students
- We have a full time Family Liaison / Intervention Worker

Continual Professional Development is offered to all staff including support staff. Performance Management systems are in place in school.

## **Staff deployment**

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Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

Support staff are deployed throughout a variety of classes and year groups in consultation with Heads of Department and SEND need. The SENCO allocates timetables to the Teaching Assistants after consultation with staff and reports from staff via Student Passports. Targets are reviewed at least twice a year and parents given copies. Information is given to parents if required about the support given to students. Applications are made for Exceptional Needs Funding from the Local Authority via the District Cluster and DSPL3 Panel.

## **Finance**

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The Headmaster allocates the special educational needs budget to employ the Teaching Assistants within the school. The school also uses its budget to reduce class size and to buy resources to support the learning of the students.

If a student is felt to have exceptional needs an application to access this funding is made by the SENCO. This money is used directly for the student it is applied for.

A full list of the external partners we work with can be found in our contribution to the Local Offer. Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

## **School Partnerships and Transitions**

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Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

This year, we worked with our feeder partners to welcome 33 children and young people with special educational needs or disabilities and we supported 30 children and young people transition to the next phase in education or employment.

Our approach involved supporting with college applications, meeting with parents and careers advice.

We closely monitor children and young people's destination data.

## **Further development**

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Our strategic plans for developing and enhancing SEN provision in our school next year include the development of Student Passports and regular staff training.

**Relevant school policies underpinning this SEN Information Report include:**

- SEND Policy
- Teaching and Learning Policy

**Legislative Acts taken into account when compiling this report include:**

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005
- SEND Code of Practice 2015