



Rugby Free

Secondary School

## Rugby Free Secondary School SEND Information Report

[www.rugbyfreesecondary.co.uk](http://www.rugbyfreesecondary.co.uk)

**Registered Address:** Learning Today, Leading Tomorrow Trust (LT2), Rugby Free Secondary School, Anderson Avenue  
Rugby, Warwickshire CV22 5PE  
A company limited by guarantee. Registered in England and Wales No: 09027131



**Table of Contents**

**1. SEND information report..... 3**

**2. Expertise and training of staff..... 7**

**3. Securing equipment and facilities ..... 8**

**4. Evaluating the effectiveness of SEND provision ..... 8**

**5. Enabling students with SEND to engage in activities available to those in the school who do not have SEN ..... 9**

**6. Support for improving emotional and social development ..... 9**

**7. Working with other agencies ..... 9**

**8. Complaints about SEND provision..... 10**

**9. The local authority local offer ..... 10**

**10. Contact details for raising concerns ..... 11**

**11. Monitoring and arrangements ..... 11**

**12. Links with other policies and documents..... 11**

**13. COVID-19..... 12**



## 1. SEND information report

### 1.1 The kinds of SEND that are provided for

Where a need is identified, relevant support, guidance and intervention will be put in place. This will be put in place following the graduated approach of: Assess, Plan, Do, and Review as outlined in the SEND Code of Practice 2014. Students are identified within the four different areas of need, and also include:

- Communication and interaction. For example: autistic spectrum condition, language or communication needs, SLCN, students who have difficulties in making themselves understood, students who have difficulties with understanding and/or using social rules.
- Cognition and learning. For example: dyslexia, dyspraxia, moderate learning difficulties, specific learning difficulties, and severe learning difficulties.
- Social, emotional and mental health difficulties. For example: attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs: For example: visual impairments, hearing impairments, processing difficulties, Tourette's syndrome, children with a physical disability.

### 1.2 Identifying students with SEND and assessing their needs

We will assess each student's current skills and level of attainment on entry in Year 7 through CATs tests, which will build on previous Primary School information and end of Key Stage 2 data where appropriate. Subject teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap



This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### 1.3 Consulting and involving students and parents

We will have an early discussion with the students and their parents when identifying whether a student needs special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the students' areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Minutes of these early discussions will be added to the students' records on Edukey Provision map and given to the parents. A Pupil-Centred Profile (PCP) will be created and shared with all teachers on ClassCharts, and parents.

We will formally notify parents when it is decided that a student will receive SEND support.

### 1.4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of Assess, Plan, Do, Review.

The subject teacher and/or pastoral team will work with the SEND Coordinator (SENDCo) to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student



- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required through the use of PCPs. We will regularly review the effectiveness of the support and interventions put in place and their impact on the student's progress.

### 1.5 Supporting students moving between phases and preparing for adulthood

For students transitioning from Key Stage 3 to Key Stage 4, we will ensure that students and parents are provided with key information about how the Options Process for choosing GCSEs will work, a timeline of when decisions must be made, and we will provide an opportunity for students and parents to discuss any questions arising from this process.

At times, it may be appropriate for a student to take an alternative qualification pathway, such as ASDAN or Entry Level Qualifications, and/or undertake additional curriculum content, for example PSHE. Where this is deemed appropriate, this will be agreed on an individual basis and following a discussion with the Headteacher, SENDCo, parents and student.

As students move towards Post-16 transition, we will also provide specific careers advice and guidance to ensure students are able to make informed decisions about their future Post-16 pathways. We will share information with the school, college or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this. A transition plan will be agreed between ourselves and the chosen setting.



## 1.6 Our approach to teaching students with SEND

Teachers are responsible and accountable for the progress and development of all students in their class.

Quality First Teaching is our first step in responding to students who have SEND. This will be differentiated for individual students.

We will also provide the following interventions:

- Literacy (phonics, comprehension and inference) small group teaching
- Numeracy small group teaching
- Emotional Literacy support
- Mentoring
- Wellbeing checks
- Social Skills groups including Lego therapy
- Pre-teaching of key vocabulary and concepts
- On Track, social inclusion group
- Safeline, tailored support to prevent CSE
- Targeted Youth support
- Speech and Language therapy

## 1.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, through the content of the lesson, chunking tasks, teaching style etc.
- Adapting our resources
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts, seating plans etc.



- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud etc.

## 1.8 Additional support for learning

We have a number of Teaching Assistants who are trained to deliver interventions such as literacy in small groups, emotional literacy and emotional regulation, maths support, pre-teaching key vocabulary and Lego therapy.

Teaching Assistants will support students on a 1:1 basis when a student has an EHC Plan that explicitly calls for 1:1 support, when this is not the case and an EHC Plan requires in class support, Teaching Assistants will support with helicopter assistance.

We work with the following agencies to provide support for students with SEN:

- Specialist Teaching Service from Warwickshire County Council
- Educational Psychologist from Warwickshire County Council
- Speech and Language Therapy from NHS Warwickshire
- Speech and Language Therapy from PEPPER Private service
- Occupational Therapy from Warwickshire County Council
- On Track, social inclusion group
- Safeline, tailored support to prevent CSE
- Targeted Youth support
- Compass, drugs and alcohol support
- ROSA, from the Survivors Trust

## 2. Expertise and training of staff

Our SENDCo has completed their National Award for SEN Coordination (NASENDCo) post graduate qualification. They are allocated 10 hours per week to manage the SEND provision. We also have an occupational therapist on site.



We have a team of 10 Teaching Assistants, including 2 Higher Level Teaching Assistants (HLTAs) and an Inclusion Supervisor who are trained to deliver the SEND provision.

In the last academic year, staff have been trained in supporting autistic and neurodiverse learners, de-escalation, sensory integration, supporting dyslexic students, supporting students with a smaller working memory, and wider differentiation of teaching for students with SEND.

### 3. Securing equipment and facilities

All equipment and facilities to support students with SEND is provided for out of the school's SEND budget, for example laptops, overlays, iPads, fiddle toys, and sensory equipment. The SEND and Inclusion team work closely with parents in funding further equipment and facilities that go beyond the SEND budget.

Our school provides an Inclusion Room, a quiet space for learners who have sensory processing differences and who require a quieter space to learn or to access throughout the school day. This is staffed by Teachers and Teaching Assistants and is also available to access for our students with SEND at breaktimes and lunchtimes.

### 4. Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions after each half term
- Using student questionnaires
- Feedback from teaching assistants and teachers
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for students with EHC plans



## 5. Enabling students with SEND to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our students, including after-school clubs, and homework clubs.

All students are encouraged to go on our residential trip(s) and all students are encouraged to take part in school plays, student council and sports day.

No student is ever excluded from taking part in these activities because of their SEND or disability.

We support our students with SEND and disabilities by;

- Providing access to a lift so students can access all levels of the school
- Providing appropriate access arrangements for assessments and exams where needed
- Providing students with assemblies and a PSHE curriculum that explores and celebrates diversity in learning styles, neurodiversity and disabilities

## 6. Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEND are encouraged to be part of the school council
- Where appropriate students with SEND have wellbeing check-ins
- Where appropriate students with SEND are assigned a key adult for mentoring
- We have a zero-tolerance approach to bullying

## 7. Working with other agencies

As a school we work closely with agencies in supporting students with additional needs. Many agencies are referred to as and when the need arises such as CAMHS or COMPASS, and when the school identifies there is a need which requires agency support. We also buy



into a number of services including the Specialist Teaching Service and the Educational Psychologist Service from the local authority. These services support the school, teachers and SENDCo with advice and training on how to further support students with SEN.

At times when assessments may need to be carried out by an agency to gain a better understanding of a student's needs then parental/carer consent will be required.

## 8. Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCo in the first instance. They will then be referred to the school's complaints policy.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## 9. The local authority local offer

Our contribution to the local offer is:

<http://www.warwickshire.gov.uk/send>

and

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/send/local-offer/Pages/default.aspx>

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/Pages/contact-send-service.aspx>

Depending on the circumstances, parents may also wish to contact SENDAR or can be supported through Early Helps.



SENDAR

Saltisford Office Park

Ansell Way

Warwick

CV34 4UL

01926 742160

## 10. Contact details for raising concerns

Initial concerns for SEND should go to our SENDCo:

Mrs Suzi Miles - [suzi.miles@rugbyfreesecondary.co.uk](mailto:suzi.miles@rugbyfreesecondary.co.uk)

If, following contact with the SENDCo, parents/carers wish to make formal complaint they should follow the school's complaint procedure.

## 11. Monitoring and arrangements

This policy will be reviewed annually by the Trust to ensure the school meets the needs of those students with SEND. The Trust will assess the policy's implementation and effectiveness. This policy will be promoted and implemented throughout Rugby Free Second School.

## 12. Links with other policies and documents

- Relationships for Learning Policy
- Anti-Bullying Policy
- Attendance and Punctuality Policy
- Accessibility Policy
- Exams Policy
- Safeguarding policy



## 13. COVID-19

Should a further school lockdown occur due to COVID-19, school will continue to offer places to all children with EHC plans whose risk assessment determines that attending school is the right course of action, along with parental agreement, aligned with government guidance.

The SENDCO will keep risk assessments for students with EHC Plans up-to-date to reflect any changes in circumstances.

Should a further school lockdown occur due to COVID-19, then the SENDCo, with the support of the teaching assistants will, through weekly phone calls or emails, engage proactively with parents and carers to support students with an EHC plan with their emotional wellbeing, engagement in learning and plans for returning to school when appropriate.

COVID-19 may make it more difficult for schools to provide the specified special educational and health provision in an EHC plan. Possible reasons why this might be more difficult are:

- The child is not currently attending school
- The following of 'social distancing' guidelines disrupts schools normal 1:1 or small group provision for those who are still attending and make certain interventions impractical
- The resources to secure the provision are reduced, for example because of illness, self-isolation or the need to direct staff resource at responding to the pressures generated by COVID-19

Schools will ensure that parents are informed of services for additional support, for example around anxiety, mental health and behaviour.

COVID-19 may limit the level of service that can be provided by outside agencies (such as educational psychologists, specialist teaching service, speech and language therapy) who provide advice and information for SEND students. The SENDCo is constantly liaising with these services and passing advice and guidance onto staff and parents.



Should there be a further national lockdown including the lockdown of schools, it may be difficult for schools to provide the provision on Student Centred Profiles, Behaviour support plans and/or Pastoral Support Plans due to the following reasons:

- The following of 'social distancing' guidelines disrupts schools normal 1:1 or small group provision for those who are still attending and make certain interventions impractical
- The resources to secure the provision are reduced, for example because of illness, self-isolation or the need to direct staff resource at responding to the pressures generated by COVID-19
- School will endeavour to provide differentiated learning for students who are not attending settings full time in person and support for students with EHC plans.