

Rugby Free Secondary School - SEND Overview Sheet 2024-25

What is SEND?

SEND students (students with Special Educational Needs and/or Disabilities) are defined as being *'young people who have a form of need or disability which prevents or hinders them from making use of educational facilities and provision of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'* Typically, a child or young person has special educational needs and disabilities if they have a learning difficulty and/or a disability that means they require additional special health and education support.

The SEND Code of Practice groups needs into four broad areas to support schools to plan the provision that they offer:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional, and Mental Health
- Sensory & Physical Needs

SEND at RFSS (Context):

We currently have 253 students classified as being on the SEND Register, which accounts for 28% of the overall Year 7 – Year 13 cohort. There are 55 students with an EHCP, which equates to 6%. However, we have a deep understanding of our families and community, and are aware that we have an additional number of students who also face significant barriers and challenges. We also have a Specialist Resource Provision, which hosts twenty SEND students who require additional support around their Communication & Interaction needs, whilst we also have an eight-place SEMH SRP Hub.

The most common SEND needs on the register at Rugby Free Secondary School are as follows:

- ASD
- SEMH
- Cognition & Learning
- Communication and Interaction

As outlined by Warwickshire SENDAR, we are currently the most-popular school of choice for SEND students, parents and carers, which is something we are extremely proud of.

The percentage of students who have additional SEND needs is higher than the national average and the Warwickshire average, and the number of students with EHCPs is also higher than both the national and Warwickshire averages.

Key SEND numbers can be seen on the table linked to this document.

SEND Leadership:

We have a large SEND team at RFSS, with key leaders being as follows:

- Mrs E Towle (Assistant Headteacher - SEND & Inclusion)
- Mr D Iles (SENDCo)
- Mrs E Elliott (SRP Manager and SEND Lead Practitioner)
- Mrs F Davies (Assistant SENDCo)
- Mrs M Lasala (Key Stage 5 SEND Link Coordinator)
- Mrs G Markham (Inclusion Room Leader)

SEND & EEF Research:

'Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The

attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers.

'The term 'SEND' is used throughout the research in order to be inclusive of all pupils with these needs and in recognition of the fact that a disability will often overlap with special educational needs. However, this report is about special educational needs and provision rather than any adaptations schools may need to make for pupils with a physical disability or a long-term health condition. The focus is on improving the quality of teaching and learning in mainstream classrooms and ensuring pupils are full members of the school community who have a rich and positive experience.'

In short, the EEF recommends five key pillars for effective SEND provision in mainstream schools:

- 1. Create a positive and supportive environment for all pupils, without exception**
- 2. Build an ongoing, holistic understanding of your pupils and their needs**
- 3. Ensure all pupils have access to high quality teaching**
- 4. Complement high quality teaching with carefully selected small-group and one-to-one interventions**
- 5. Work effectively with teaching assistants**

Pillar 1: Create a positive and supportive environment for all pupils, without exception

An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should:

- Promote positive relationships, active engagement, and wellbeing for all pupils
- Ensure all pupils can access the best possible teaching
- Adopt a positive and proactive approach to behaviour, as described in the EEF's Improving Behaviour in Schools guidance report

What we do at Rugby Free Secondary School in relation to this pillar:

- Employ a Trauma-informed approach
- Ensure relationships are at the centre of all communications
- Reward positive behaviours and work-ethic
- Have a wide curriculum offer that encourages the development of skills & talents of all students

Pillar 2: Build an ongoing, holistic understanding of your pupils and their needs

- Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach
- Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals
- Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.

What we do at Rugby Free Secondary School in relation to this pillar:

- All classroom teachers to employ a termly sub-group focus
- Assessment system linked to levels of knowledge
- Host Parents and Carers evenings to support co-creation
- Student Spotlight features key SEND students on a weekly basis

Pillar 3: Ensure all pupils have access to high quality teaching.

- To a great extent, good teaching for pupils with SEND is good teaching for all
- Searching for a 'magic bullet' can distract teachers from the powerful strategies they often already possess
- The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils. — flexible grouping; — cognitive and metacognitive strategies; — explicit instruction; — using technology to support pupils with SEND; and — scaffolding.

What we do at Rugby Free Secondary School in relation to this pillar:

- Employ a set of SEND Teaching and Learning principles that underpin every lesson
- Teaching and Learning model is rooted in research and supports the progress of SEND students
- Talk strategies and questioning strategies allow time for SEND students to formulate thoughts
- Regular Quality Assurance to build a picture of typicality and effectiveness
- Adaptive teaching and checking for understanding are key features of Staff CPD

Pillar 4: Complement high quality teaching with carefully selected small-group and one-to-one interventions

- Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND
- High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress
- The intensity of intervention (from universal to targeted to specialist) should increase with need.
- Interventions should be carefully targeted through identification and assessment of need.

What we do at Rugby Free Secondary School in relation to this pillar:

- English and Maths Booster groups in Year 7 and Year 8 taught by a Primary specialist
- Wave 2 Interventions grid (please see online)
- Graduated approaches to interventions
- Online interventions include: Lexia and Flash Academy
- Literacy and Numeracy interventions and catch-up

Pillar 5: Work effectively with teaching assistants.

- Effective deployment of teaching assistants (TAs) is critical.
- School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND.
- TAs should supplement, not replace, teaching from the classroom teacher.

What we do at Rugby Free Secondary School in relation to this pillar:

- Helicopter model used as opposed to a velcro model
- LSAs deployed in classrooms to support students and teachers
- Key Worker check ins on a regular basis

Wave 2 Interventions:

At Rugby Free Secondary School, we offer a multitude of Wave 2 interventions to support our students with SEND needs. These interventions are implemented as and when necessary, and are personalised and bespoke dependent on student context and profile. Supporting students with special educational needs should be part of a proactive approach to supporting all students —it is not an ‘add on’. It means understanding the specific barriers pupils face to learning and what they need in order to thrive so that they can be included in all that the school has to offer. Our interventions enable us to break and challenge some of these interventions. These can be seen on the grid below and attached elsewhere online:

SEND	Description of Need	Wave 1: Teaching & Learning	Wave 2: Targeted Interventions	Wave 3: Wider Interventions
Communication & Interaction (25% of SEND Cohort)	<p>Communication and Interaction can encompass a lot of needs and issues that a student may have, including Autistic Spectrum Condition (ASC). Some communication and interaction issues that can present themselves in Autistic children include:</p> <ul style="list-style-type: none"> - Difficulties understanding and using verbal and non-verbal communication. - Understanding social behaviours 	<ul style="list-style-type: none"> - Quality-First Teaching underpinned by Staff CPD - Scaffolding Approaches and Adaptive Teaching - Modelling - 'I Do, We Do, You Do' - Seating Plans & Groupings - Questioning Using Bloom's Use of LSAs - Key Words & Vocabulary - SEND T&L Powerpoint Principles - Recall & Retrieval (SET) - Formative & Summative 	<ul style="list-style-type: none"> - Lego Therapy - Preparation for Adulthood - Mindful Colouring - Weekly Key Adult Check Ins - Homework Club - Lunchtime Club - 1:1 Mentoring - Sport Mentoring - Social Stories 	<ul style="list-style-type: none"> - On Track - Early Help - Rugby Youth for Christ - Mentoring - Safeline - Compass - Family Support Worker - Specialist Teaching Service