

FAQ for Parents of Year 5/6 Children Considering Rugby Free Secondary School

Welcome from the SEND Team

We understand that choosing the right secondary school for your child is a significant decision, especially when your child has an Education, Health and Care Plan. We aim to be as transparent as possible about the support we offer at Rugby Free Secondary School to help you determine if our setting is the right fit for your child's needs.

This FAQ is designed to answer some of the key questions you may have, providing a realistic picture of our large and inclusive mainstream school. Our goal is to ensure every student feels safe, supported, and able to achieve their potential.

1. How does RFSS support students with SEND, given the large number of students with additional needs?

RFSS is a highly inclusive mainstream school. We are proud to support a significant number of students with identified special educational needs. In our current cohort, we have approximately **304 students on the SEND register, 77 of which have an EHCP**. This means your child would be joining a community where difference is understood and support systems are well-established across the school.

Our approach is structured and strategic, as outlined in our '**Waves of Support**' model:

- **Wave 1 (Universal):** High-quality teaching for all students, which is differentiated to meet a range of needs within the classroom.
- **Wave 2 (Targeted):** Additional, time-limited interventions for students who need extra support to catch up or develop specific skills (e.g., literacy, numeracy, social skills).
- **Wave 3 (Specialist):** Highly personalised interventions and support for students with more complex needs, often those with an EHCP. This involves closer collaboration with external specialists when appropriate.



Group interventions in inclusion

This structure allows us to allocate resources effectively, ensuring that every student receives the right level of support at the right time.

2. What specific support is available for a student with an EHCP?

Support and provisions are provided based on EHCPs. The provision outlined in plans form the basis of our inclusive offering for both EHCP and other SEND students. Each student with an EHCP will have:

- **A Key Adult:** A designated member of the SEND team who will act as a primary point of contact for you and your child.
- **A Student Centered Plan:** This details how the outcomes and provision in the EHCP will be delivered on a day-to-day basis.
- **Access to Specialist Interventions:** Depending on their needs, this may include support from our Learning Support Assistants, speech and language, cognition and learning, or social and emotional interventions.
- **Regular Review:** We closely monitor progress towards EHCP outcomes and hold the Annual Review meetings, ensuring the plan remains relevant for your child.



Individual session in booths

3. How will you help my child transition from primary school?

We have a robust and personalised transition process for students with EHCPs. This typically includes:

- **Enhanced Visits:** Your child will be offered additional visits to RFSS beyond the standard Year 6 transition day. These visits will be quieter and more structured, allowing them to become familiar with key staff and their new environment.
- **Meeting with Primary Staff:** Our SEND team will liaise closely with your child's current primary school SENDCo and class teacher to gather detailed information.
- **Meeting with Parents:** If appropriate, an online meeting with parents could be arranged to discuss individual concerns.



Inclusion Department

4. How is support managed in the classroom with so many students needing help?

This is a key question, and we are realistic about the challenges. Our approach is two-fold:

1. **Quality First Teaching:** Our priority is ensuring all teachers are skilled at differentiating work and adapting their teaching style to be inclusive. This means planning lessons that are accessible to all learners from the outset.
2. **Strategic Deployment of LSAs:** Our team of Learning Support Assistants is **deployed strategically. Rather than being allocated to one child full-time**, they often work within lessons to support groups of students, including those with EHCPs. This ensures support is flexible, promotes independence, and is focused on enabling your child to access the same curriculum as their peers. This is in line with EEF guidance, ensuring we are research based

within our approach. The specific level of in-class support for your child will be determined by the provisions outlined in their EHCP.

5. My child is academically able but has significant social, emotional, or sensory needs. How will you support them?

We recognise that SEND presents in many ways. Our **'Supporting Sub-Groups'** document outlines our approach for students with needs such as Autism, ADHD, and Social, Emotional and Mental Health needs. Support can include:

- **Flexible grouping** and structured social opportunities.
- **Access to a 'safe space'** or quiet area at break/lunchtimes if needed.
- **Clear and consistent routines** to reduce anxiety.
- **Trauma informed staff** who understand how to adapt the environment and their communication style.
- **Access to Dedicated Spaces:** We have a **Calm Room** for students who need a quiet, supervised space for emotional regulation and resets during the school day. We also have a **small Sensory Room** which can be used for scheduled sessions to help students with sensory processing needs to self-regulate and focus.
- **Flexible grouping** and structured social opportunities.
- **Clear and consistent routines** and visual timetables to reduce anxiety.



Calm room for lesson resets

6. Are there dedicated spaces for students who become overwhelmed?

We understand that a large secondary school can be overwhelming at times. To support students' emotional and sensory regulation, we have two key dedicated spaces:

- **The Calm Room:** This is a designated quiet room, supervised by a member of the SEND or Pastoral team, where students can go if they are feeling anxious, angry, or overwhelmed. It is a safe space for a brief reset, using strategies to help them return to class ready to learn.
- **The Sensory Room:** This is a small room equipped with resources to support sensory needs. Access is typically scheduled or pre-arranged by the SEND team for students who benefit from sensory input to help them regulate their emotions and focus.
- **Inclusion Social Times:** This is open to students with a social pass to provide a smaller setting at social times. **As we are a large school this area accommodates around 50 students** at social times.



Sensory room to help manage dysregulation



7. We've heard about the Specialist Resource Provision (SRP) at RFSS. Can you tell us about it?

The SRP at RFSS is a separate, specialised provision for a small number of students (currently 21) with very specific and complex needs, typically related to Cognition and Learning. **Places in the SRP are allocated and named in a student's EHCP by the Local Authority during the annual review process in Year 5/6. It is not a provision that students can access through the standard school application process.**

This FAQ sheet relates to the support available within our **mainstream school setting** for students with an EHCP. The SRP has its own dedicated staff, facilities, and curriculum, and is outside the scope of this information.

As we are a popular inclusive school we are working hard to support the high number of SEND students already in school and therefore we find it difficult to answer questions on an individual basis. At this time, our main focus is helping our new Year 7 students settle in, and we appreciate your understanding, especially as your child may be in a similar position in the future.

We look forward to working with primary schools, primary SENDCos and parents in the future.

David Iles

SENDCo

Useful Links:

- [RFSS SEND Overview](#)
- [RFSS SEND Waves of Support](#)
- [RFSS Supporting Sub-Groups](#)