

RAINHAM MARK GRAMMAR SCHOOL

SPECIAL EDUCATIONAL NEEDS DISABILITY (SEND) INFORMATION REPORT

Review Body:	SEND
Leadership Group Responsibility:	Assistant Headteacher/SENCo
Type of Policy:	Statutory
Reviewed:	September 2021

The Special Educational Needs team consists of a very dedicated team who strive to provide a quality service of support for the young people at RMGS their parents/carers and the teaching staff.

Mr Shibli - Special Educational Needs Coordinator - jshibli@rmgs.org.uk

Mrs Else –Inclusions Manager - celse@rmgs.org.uk

Five Learning Support Assistants

Administrative Support Assistant

Rainham Mark Grammar School

Special Educational Needs Information

How does the school know if a student needs extra help and what should I do if I think my child may have Special Educational Needs?

Before a child starts at RMGS in Year 7 or at other points of transition, the school will look at a variety of information gathering both on and through the student's time at RMGS. This is achieved by the following;

- Effective liaison with primary schools and other providers.
- Attending Education Health Care Plan reviews, or other Multi agencies meetings prior to arrival and once on roll
- Use of screening using resources such as Lucid, Dash etc.
- Analyses of ongoing assessments and test scores
- Good communication with Pupil, Parents/carers and teaching staff
- Attendance data
- Information and reports from outside agencies such as a Paediatricians, Occupational therapists, Speech and Language, etc.

Once the school becomes aware of your student's needs, specialist support or differentiated arrangements will be put in place before they start. You, as a parent /carer, will be invited into school to meet with the SEN team.

If once a student has joined the school, a teacher or parent /carer perceives that there may be a difficulty which has not been previously identified, they will bring this to the attention of the Inclusions Manager or SENCo who will invite the parent/carer into school for a meeting to discuss the concerns raised.

How will the staff at RMGS support my child?

The teaching staff will undertake to deliver quality first teaching, monitored by middle and senior leaders as part of the regular review and observation cycle. Through careful differentiation, the needs of the student should be met within the classroom. However, there may be occasions when additional intervention and support is necessary in order for the student to make the required progress. The SENCo or Inclusions Manager will effectively deploy learning support staff and any specialist resources appropriately. There is a whole school approach to ensuring the educational, social and emotional needs of a student are met. Subject, pastoral and the support team regularly report and present to the governing body that will question and challenge appropriately. The Senior Leadership Team, Heads of Year and SENCo are available to meet parents/carers by appointment (very flexibly). In all cases the student's views are sought and form an important part of their person-centred plan.

How will the curriculum be matched to my child's needs?

Through 'quality first teaching', staff will differentiate their teaching and the resources they use in order to meet the academic, social and emotional needs of the students they teach. Using a range of information and progress data, the staff are able to identify those who have additional educational needs and provide support either from the teacher or a Learning Support Assistant for those students who are struggling with aspects of their learning. At RMGS, we deliver a curriculum designed not only to provide the student with the academic skills they will need in later life but also skills to enhance their independent living, social and emotional skills. In order to maximise attainment in external examinations, the school will liaise regularly with examination boards to implement appropriate access arrangements.

How will I know how my child is doing?

All students are provided with a planner/contact book with the capacity for shared communication between home and school. It contains key contact details and key dates in the school calendar. Parents/carers will also be sent three progress reports throughout the academic year. Two of these reports are monitoring reports, showing the grades their child is working towards, their current progress and details regarding their effort, attitude and homework performance. The other report is a more detailed report with comments from subject teachers. As a result of the data contained within the reports, the Heads of Year and SENCo will then continue to review the progress of each student. If your child has not made the expected progress, you will be contacted so that a meeting or phone call can take place to explore any barriers to progress and the additional support the school can offer to your child. The data on the reports will also be used to measure the impact of any intervention/support your child is currently receiving.

Other measures are routinely used to gauge progress against other needs, e.g. attendance data and other scales of emotional well-being and engagement. In addition to this, parents/carers will have the opportunity to discuss progress with teachers at Parents' Evening or informally by appointment, telephone or email to individual teachers. If ever a parent/carer has any concerns regarding the progress of their child, the staff at RMGS would welcome the opportunity to discuss these with you as we believe that, by working in partnership, the needs of the student are better understood and therefore appropriate interventions can be put in place to remove any barriers to learning.

What Support will there be for the student's overall well-being?

The Form Tutor is generally the student's most consistent and stable point of contact. Within the form group there is also a Sixth Form prefect who offers excellent support and guidance to students in Years 7, 8 and 9. In addition, the school has support from the Pastoral Heads Team and the Pastoral Support Assistant. This team comprises of: a dedicated Pastoral Head who is responsible for pastoral care. The Head of Sixth Form and his two Deputies, and the Heads of Year.

The school has access to the following external professionals: School Health (the School Nurse is available for appointments), the Educational Psychologist, Sensory Impaired team of specialist teachers, social care team and the Disability Team. The school also employs its own School Counsellor for whole School and a trainee Counsellor (under the supervision of the School Counsellor) supporting sixth form students both working discretely with students experiencing emotional trauma, anger and anxiety issues. We also support student's wellbeing with the help from a Mental health First Aider volunteer. Where necessary or by request, support can be coordinated via the Family Solutions Team. In addition to this, the Pastoral Heads Team will contact external specialist support whenever necessary so that each student receives the care and support they need. Staff mentors are available to help some of the students struggling with learning, peer relationships and other emotional disturbances. Finally, there is support available from the peer mentoring scheme. Some younger students, with their consent will be allocated an older student, usually a carefully selected Sixth Form student, who will be available to offer guidance and support in times of need.

What specialist services and expertise are available at or accessed at or by the school?

See above. In addition, we have a relationship with CAMHS and regularly seek advice and guidance from the Educational Psychology Team and Social Care Team. The school will take each case on its own merit and will contact the appropriate specialist services and expertise depending on the needs of the student and their family.

What Training have the staff supporting young people had?

Both the SENCO and the Inclusion Manager hold the National Qualification for Special Educational Needs. In addition, the SEN team regularly access training in order to keep up to date with current information on supporting students with additional needs.

All staff receive regular training in different aspects of SEND/Inclusion and medical conditions. Planning for the progress and support for students with additional needs is also a focus of all staff induction and whole school inset training. The SENCo and his team will also deliver whole-school training whenever this is necessary to support a student with SEN or a disability.

How will you help me to support my child's learning?

We welcome the support and involvement of parents in their child's learning. Parent/carer liaison is routinely managed through the student's planner/contact book. Parents/carers are encouraged to contact staff directly by telephone or email. On occasions, the school will run information sessions for parents, e.g. revision strategies for those supporting students taking their GCSE examinations. Teaching staff may also guide you to some interactive learning platforms, websites or CD/DVD resources as these can be really useful when trying to support your child. RMGS advocates a strong school/home working partnership with parents actively encouraged to approach teaching staff if they themselves need some additional support in order to assist in their child's learning and progress.

How will I be involved in discussions about and planning for my child's education?

We aim to develop close and mutually supportive relationships with parents/carers from the point of transition. Where students have additional needs, transition is usually extended and bespoke to the student's need; we aim to involve parents as a source of expertise around the needs of their child. There are regular opportunities to engage with the SENCo, pastoral and the Learning Support assistant team to review progress and set new targets. There will also be other opportunities to discuss your child's learning during annual reviews and Parent evenings. There are often parent consultation documents attached to the school website in respect of particular issues. The SEN Department actively encourage parents to take part in the planning of the support for their child. They believe that parents need to be involved in meetings and discussions regarding their child whenever possible. They appreciate the guidance and advice parents have to offer as this helps them to develop the most appropriate strategies for supporting the child.

How will my child be included in activities outside the classroom including school trips?

The school will actively seek to ensure that wherever possible, students with additional needs are fully included in all activities including trips. All activities outside the classroom are individually risk assessed and reasonable adjustments are made wherever possible to ensure a student is not excluded from a school trip. However, there may be the rare occasion where this is not possible. Alternative ventures are actively sought and given full consideration. Trips are regularly used to enhance subject knowledge or social skills and are seen as a valuable element of the curriculum. If a student has SEN or a disability, parents may be invited to attend a meeting with the trip organisers to ensure the needs of the student are fully met when taking part in out of school activities and trips. The meeting will also help to reduce the anxieties many parents experience when their child is taken outside of the safe, familiar school environment.

How accessible is the school environment?

Although some curriculum areas are sited over 3 floors, it is possible to ensure the full curriculum is able to be delivered on the ground floor. This should make it accessible for all. There are disabled toilets in key areas of the school, i.e. the Sixth Form block, the Music block, outside the Main Hall, the Sports Hall and in the Science block. There are also accessible changing facilities and showers within the Sports Hall and PE department. Ramps are strategically sited across the school. There is disabled parking just past the reception. The site is very clearly sign posted and there are visual timetables for students who need them.

Who can I contact for further information?

Routinely, the first point of contact is the Form Tutor or Subject Teacher. Should further clarification or involvement be needed, the Head of Department, the Head of Year, the Inclusion Manager or the SENCo can always be available on request. We aim to be as accessible as possible.

How are the school's resources allocated and matched to children's special educational needs?

We regularly review and update the school's Inclusion Profile. RMGS will be implementing a Provision Mapping system that will produce individual provision maps, which are costed and evaluated for impact and to ensure value for money and the efficient deployment of resources. We implement Medway's banding system for SEND which is scrutinised by the local authority and which can be subject to external and independent moderation. We are flexible in this process and never attempt to ensure that "one size fits all"; our focus is to maximise engagement, achievement and enjoyment in learning for all of our students.

How is the decision made about how much support my child will receive?

A decision about how much support is allocated is dependent on the level of need and impact of interventions. If a student is the subject of an Education and Health Care Plan, we always ensure that statutory requirements are met. We also seek and follow guidance from other professionals working with the student/family and take on board the wishes and feelings of the student and parents/carers. The student and his/her parents /carers are consulted and informed when planning interventions and are informed about the impact and outcomes of support and of next steps.

Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please contact one of the following:

- Mrs Lisa Barker (Headteacher)
- Mrs Emma Horstrup (Deputy Head Pastoral Head)
- Mr Jez Shibli (SENCo)

For further information regarding Medway's Local Offer please click on to this link:

https://www.medway.gov.uk/info/200307/local_offer

Glossary

CAMHS- Child and Adolescent Mental Health Service

Dash – Assessment of speed of handwriting

Lucid- Testing for phonological Processing, working memory, phonic decoding skills and visual – verbal integration memory.

SENCo- Special Educational Needs Co-ordinator